DOCUMENT RESUME

ED 255 757 CE 041 305

AUTHOR	Rodney, Bob, Ed.; Parkes, David, Ed.
TITLE	Responsibility and Responsiveness. Case Studies in Further Education.
INSTITUTION	Association of Metropolitan Authorities, London (England).; Further Education Staff Coll., Blagdon (England).
REPORT NO	ISBN-0-907659-31-4
PUB DATE	85
NOTE	71p.
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	Case Studies; Dislocated Workers; Distributive Education; *Educational Needs; *Educational Responsibility; Engineering Education; Fire Fighters; Fire Science Education; First Aid; Food Service; Foreign Countries; Information Science; Lumber Industry; Maritime Education; Postsecondary Education; Program Effectiveness; *Relevance (Education); *Retraining; Robotics; Seafarers; Service Occupations; *Technological Advancement; *Vocational Education
IDENTIFIERS	Computer Assisted Engineering; Off Shore Drilling; *United Kingdom

ABSTRACT

These eight case studies illustrate the capacity of United Kingdom Colleges of Further Education to respond effectively to training needs of local industry and commerce. Case 1 demonstrates shifts across a range of local authority colleges towards provision in the new information technologies and the service industries. Case 2 illustrates a tailor-made approach from a specialist college toward particular gaps in the capacity of a retail firm to provide its own training. Case 3 is on the provision of training in robotics for a motor manufacturing company undergoing reconstruction for survival. Case 4 examines both broad and specific provision for the catering industry. Case 5 covers provision of an off-shore sea-survival and firefighting course together with a separate training program in ship steering. Case 6 describes a wide range of computer engineering provisions requiring considerable investment in equipment and staff development from the local authority and college alike. Case 7 is provision for retraining for dislocated steelworkers. Chapter 8 describes the responses of the Building Crafts Department at Leeds College of Building to the local expression of a national need. A summary concludes the document. (YLB)

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Responsibility and responsiveness

Case Studies in Further Education

Edited by Bob Kedney and David Parkes

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AMA Association of Metropolitan Authorities

The Further Education Staff College FESC

ISBN 0-907659-31-4

Copies available from: The Association of Metropolitan Authorities,
36 Old Queen Street, London SW1H 9JE
Telephone 01-222-8100

and from

Publications, The Further Education Staff College,
Coombe Lodge, Blagdon, Bristol BS18 6RG
Telephone 0761-62503

Price: £5.00

Published and printed by The Further Education Staff College/The Association of Metropolitan Authorities
Typesetting by Avonset, Midsomer Norton, Bath

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Contents

PREFACE	Jackson Hall	1
EDITORS' INTRODUCTION	Bob Kedney & David Parkes	3
CASE STUDY 1 Tony Henry	Responding to Change: Measures Adopted by Birmingham's Further Education Service	7
CASE STUDY 2 Don Hunt	Meeting Retail Company Needs at the College for the Distributive Trade	15
CASE STUDY 3 Paul Butler	Training in Robotics for Vauxhall Motors at Wirral Metropolitan College	21
CASE STUDY 4 Beti Plummer	Meeting the Needs of the Catering Industry at Waltham Forest College	27
CASE STUDY 5 David Robinson	The Offshore Sea Survival and Fire Fighting Course at South Tyneside College	35
CASE STUDY 6 Brian Allen	The Provision of Computer-Aided Engineering at Salford College of Technology	43
CASE STUDY 7 Bill Jordan	Retraining Redundant Steel Workers — A Co-ordinated Five-College Venture in Sheffield	51
CASE STUDY 8 William Rose	Development and Implementation of a Course for the Timber Trades Training Association at Leeds College of Building	57
CONCLUSIONS AND SUMMARY	Bob Kedney & David Parkes	65
LIST OF CONTRIBUTORS		71
TERMS OF REFERENCE		73
AMA WORKING PARTY — TRAINING FOR JOBS REVIEW		75
REFERENCES		77

Preface

The White Paper, **Training for Jobs** (1984), contained neither evidence nor argument to justify the Government's belief that the Manpower Services Commission can make vocational education more responsive to the training needs of industry and commerce. On the other hand, the record shows that the colleges have demonstrated over the years their capacity to perceive local needs for training and education and their flexibility in satisfying them. Whatever deficiencies exist in our provision for vocational education, the local education authorities and their colleges are the least culpable of all the responsible parties.

This document contains eight case studies which are a useful and graphic supplement to the findings of the AMA enquiry. They illustrate the capacity of colleges to respond effectively to local needs and show that their responsiveness depends on local perception and initiative. These are the strengths of the further education tradition that the White Paper appears to ignore and which could be impaired by centralised funding and bureaucratisation.

Jackson Hall
April 1985

Editors' introduction

The recent Government White Paper **Training for Jobs** appears to argue from a premise of unmet needs, characterised by inflexibility and outmoded behaviour. The Association of Metropolitan Authorities charged its officers and advisers with analysing and reporting back, without fear or favour, on the health and responsiveness of non-advanced FE to the work-related needs of employers and employees. Two approaches have been adopted: one hard and statistically analytical designed to review patterns of activity nationally; the other soft, selective and illustrative through a series of case-studies. This publication represents the second, drawing as it does, on examples of current practice from each of the major metropolitan areas and reflecting a range of subject areas and approaches to meeting work-related needs.

Indeed this volume of eight case studies could, perhaps with a little licence, be reflecting the output and a great deal of the flexibility of a single responsive further education college. Six of the cases come from course development within individual departments, while two illustrate linkages and specific provision co-ordinated among colleges at local authority level. The total picture could well symbolize the adaptiveness of the 'UK College of Further Education' within a common, managerial environment, encouraging a rapid response to private sector need — the latter just one of many factors in the fuller range of needs being presented by the environment and met by the college. Each example demonstrates how it has used the inherent flexibility in a local provider system to respond to individual needs of employees and companies.

The cases are exemplars from eight different geographical areas, each a tiny but representative sliver drawn from a very complex package of offerings. This introduction offers a brief taste of each. The conclusions at the end of the text attempt briefly to draw out some general issues.

THE CASE STUDIES: COLLEGES IN ACTION

A Case of the NITs

Case No.1 from Birmingham demonstrates shifts across a range of local authority colleges towards provision in the New Information Technologies (NITs) and in the service industries. The movement demonstrated is on a short time scale in line with major industrial trends. It demands not only modification of course provision to ensure that it is up to date and relevant but also of staffing skills and aptitudes and delivery systems.

Are you Being Served?

Case No.2 from ILEA is of a department in the small College for the Distributive Trades. It illustrates a tailor-made approach from a specialist college towards particular gaps in the capacity of a retail firm to provide its own training. The college tradition is in meeting commerce's expectations of adapting the length and content of courses to individual company needs.

The Robots are Coming

Case No.3 from Wirral is on the provision of training in robotics for a motor manufacturing company undergoing re-construction for survival. It demonstrates the capacity of a department to update speedily its own materials and equipment to meet external needs; to motivate staff beyond the call of their conditions of service; to create flexible arrangements across a calendar year for entry and exit from a matrix of courses; to respond to urgent but only vaguely defined needs from a company; and to do all this cost-effectively with appropriate co-ordination of college-based learning with in-company training.

Not enough Cooks

Case No.4 examines both broad and specific provision for the catering industry at Waltham Forest. Against a national figure of almost two million employees, mostly in small businesses, this study illustrates further education's role as the main supplier of trained personnel. In partnership with the industry and the appropriate (surviving) Industrial Training Board it has had to identify and

anticipate both short and long-term market needs and current and prospective skill requirements.

Survival

Case No.5 is South Tyneside's provision of an off-shore sea-survival and fire-fighting course together with a separate training programme in the lost skill of ships steering. The demand here is to meet the needs of local, regional, national and, prospectively, international labour markets. The study illustrates not only a costed response to a specific need but the interaction required from the department concerned at college, local authority and industry level and also with government and international departments and regulations. As with all the cases, to respond is not simple; it requires complex interactions with a complex, turbulent as well as regulatory environment.

Blood and Iron

Case No.6 at Salford College of Technology describes a wide range of computer engineering provisions requiring considerable investment in equipment and staff development from the local authority and college alike. To meet the demands of the '80s the Department of Engineering required not only new facilities but 'new blood' appointments; old blood recycled and policies to accommodate the recycling; equally a review of accommodation, modes of student attendance and course content were renewed concurrently with the other changes. All this has been delivered on time and against both short and long-term manufacturers' needs.

A Skills Transfusion

Case No.7 is Sheffield's provision for redundant steel workers. Essentially this retraining programme preserves a careful balance between, on the one hand, a necessary faith in a cyclical upturn in the local economy and, on the other, a major response in absorbing a highly charged and destabilised social situation. Within these two major objectives the study describes cross college co-ordination, individual counselling and major marketing exercises. Although the case concentrates on Sheffield's five-college provision, it is also an example of co-operation across LEA boundaries — namely Rotherham, Doncaster and Barnsley.

Knock on Wood

Case No.8 is from the Building Crafts Department at Leeds College of Building. It describes a college's response to the local expression of a national need, that need involving co-operation with a trade association in order for a limited number of colleges to respond co-operatively to national manpower projections. In this case co-operation and co-ordination were required across the college, examining body and the industry — co-operation too from the college in the face of a degree of uncertainty from the trade.

THE RESPONSE

The cases cumulatively demonstrate:

- up-to-date and relevant course provision;
- prompt and flexible delivery of individual packages;
- tailoring courses to individual employer needs;
- the design, development and implementation of robotics and electronics in action;
- updating of materials and equipment;
- flexible staffing arrangements and college calendars;
- cross-college and cross-authority co-ordination;
- identification of short and long-term market needs and current and prospective skill requirements;
- cost effectiveness and high value for money;
- interaction with many agencies in a complex and turbulent environment;
- the translation of industrial support needs into action;
- redevelopment of staffing and resource needs;
- flexible course construction and administration;

— collaboration in defining agreed training standards and competencies;

— absorption of major social disturbances;

— support for the employed and unemployed in helping business growth.

— involvement in national, regional and local manpower planning.

The construct of these cases as the 'UK College of Further Education' is not an entirely idle thought since each college in the system spans a wide variety of course provision. Those quoted here are part of work-related NAFE, which itself is a minority of the overall portfolio of courses that a college runs. This volume represents a thin lateral slice of activity across the colleges in the country. It demonstrates, none the less, the very characteristics sought in the White Paper by drawing from the self same institutions that are under review — examples from high tech to traditional crafts, from the production and service sectors and from industry and commerce, the latter all operating in partnership with their local colleges.

Bob Kedney
David Parkes

New Information Technology and Change

Case Study 1

RESPONDING TO CHANGE: MEASURES ADOPTED BY BIRMINGHAM'S FURTHER EDUCATION SERVICE

Tony Henry

THE YEAR THE ROOF FELL IN
THE DECLINE OF ENGINEERING
THE RESPONSE TO NEW TECHNOLOGY
THE GROWTH OF THE SERVICE INDUSTRIES
THE FLEXIBILITY OF DELIVERY SYSTEMS
THE IMPORTANCE OF MARKET RESEARCH

Birmingham City Council encompasses a population of just over a million people. There are seven colleges of further education, a college of food and a college of art with among them circa 7000 full-time and 27,500 part-time students. Birmingham Polytechnic has approximately 3,200 full-time and 5,800 part-time students.

THE YEAR THE ROOF FELL IN

In 1980 Harry Jackson was course tutor for one of four streams of an EITB course (Engineering Industry Training Board) at a college on the south of the city of Birmingham. The college had 66 EITB students working in a single workshop which had been designed specifically for them. Today the college has no EITB students; Harry is a personal tutor for a group of adults on a computer course funded by the European Social Fund; the workshop is being converted into a sports hall.

In 1980 Alan Gould was working for Massey Ferguson in Coventry. As a hedge against redundancy Alan enrolled on an Introduction to Computing course at a college on the east of the city of Birmingham. Alan is now a full-time teacher of computing at that college. His students range from YTS to 'A' level; he offers a consultancy service on behalf of the college to local employers, including British Telecom.

In 1980 David West was an engineering lecturer at a college on the north of the city of Birmingham. He was teaching day-release workshop practice to 16 and 17 year olds at the engineering annexe of the college. Today, after having been re-trained at the city's polytechnic, David is teaching programming techniques on-site at the Erdington Industrial Park.

In 1980 Barry Coleman was a social and life skills teacher on a YOP course at a Birmingham college. He had graduated as an engineer in the early '70s and had worked as a community play worker. He realised that there was a limited future for YOP and so he moved into sound engineering. He now runs his own studio at the college and the facility is much in demand from the local community and commerce.

In 1980 Jim Hayman, a welder and senior lecturer in a college on the east of the city of Birmingham, took advantage of the city's early retirement scheme. The senior lecturer part of his post was re-designated as section leader for Adult and Community Studies and went to an existing LII in the college, Pat Bennett. Her LII was redesignated as an LII for core skills for Adult Preparatory Training. An LI in the college was promoted and the vacancy was advertised as an LI in Travel and Tourism.

In 1980 a college on the east of the city of Birmingham had 104 full-time members of staff, 73 of whom were engineers. That college now has 118 staff of whom 34 are engineers.

Until 1980 Birmingham had not only regarded itself as the centre of the motorway system but had also thought of itself as the centre of the universe. The city of 1001 trades, the cradle of the industrial revolution, the 'B' in BSA had nothing to fear. Unemployment was below the national average; anyone could get work if they wanted to; the city's colleges were full of employed white young men pursuing traditional day-release courses. Then it happened. No one is quite sure why it happened but people are sure of one thing and that is that things are different. The old BSA factory is now part of an inner-city nature reserve — a green mound. The Singer factory on the Coventry Road stands with concrete hanging from a steel frame like icing melting on a birthday cake. The new Metro track has as many robots working on it as people. Unemployment is well above the national average. Birmingham is now bracketed with cities like Liverpool, Newcastle and Sunderland in unemployment terms. For a city which had had no traditions of unemployment, the pill was the more bitter to take.

Birmingham's further and higher education system comprises a polytechnic, seven colleges of further education, a college of food and a college of art. This case study attempts to show how Birmingham's further education system has managed to cope with the enormous changes that have occurred in the last four years.

These changes will be considered in five broad areas:

- the decline of engineering;
- the response to new technology;
- the growth of service industries;
- the flexibility of delivery systems;

— the importance of market research.

In all areas actual examples will be given to show what steps the city's further education service has taken to cope with the new demands made of it.

THE DECLINE OF ENGINEERING

All seven Birmingham colleges are involved in engineering education to a greater or lesser degree. In 1980 in one college with a staff of 104 there were 45 mechanical engineers. In another college with a full-time staff of 82 there were three mechanical engineers. As the industrial base of Birmingham disintegrated colleges found themselves with a problem: large numbers of subject-specific engineering lecturers teaching fewer students in enormous workshops which had had a heavy capital investment programme. By 1982 the city had begun its rationalisation of engineering through the Provision of Engineering Courses Committee (PECC). This committee centralised engineering education above level one at three centres. The five Rs — retirement, retraining, resignation, redeployment, redundancy — loomed large in the collective consciousness of engineers. Many have taken early retirement; a number have been redeployed within their own college or across colleges in the city. However, by far the largest number of engineers have opted for retraining. Several have taken a year's secondment in areas such as computing and electronics. Over 40 have attended an intensive period of training at the polytechnic in basic computing and computer-aided manufacturing techniques. Every single college can point to an engineer who has been on one of these courses and is now teaching areas of information technology. The former workshop practice teacher who is now teaching word processing to B/TEC students is just one example of this change. There are, of course, many examples of engineers who have updated their skills and are now teaching CNC programming.

Birmingham has also had to cope with the problem of real estate and plant but this is being dealt with in an imaginative way: poorly equipped annexes can close; workshops can be turned into drama and art studios; one college has found a buyer of old lathes who is supplying them to a collector in the USA. There is a new sense of reality in the engineering provision made by Birmingham. People no longer think that it will all be better once we start making the new all-British motorcycle — it is in the National Museum of Motorcycle History on Coventry Road where the jobs are being created in catering and reception duties.

THE RESPONSE TO NEW TECHNOLOGY

It would be surprising if a report written in 1985 did not mention responses to new technology. But all sorts of organisations in all walks of life could point out their own responses to the new technology — further education is not unusual here. However, mention will not be made here of the numbers of computers and computer classes now being run in Birmingham's FE system but an examination will be made of the more responsive uses of new technology. Birmingham managed to solve two of its biggest problems — an over-provision of engineering lecturers and an under-provision of computing teachers — by combining the two problems. The city's re-training of engineers at the polytechnic has been very successful and has led to entirely new career prospects for those who were stuck in an oil-filled rut. Many colleges are now organising staff development packages in new technology for other workers in Birmingham — thus stopping the downward spiral of degeneration of training opportunities. Birmingham teachers have been trained in word processing; prison officers have been trained in computer literacy; redundant staff from Lucas's have been re-trained in new technology; British Telecom staff have undergone training in individual software packages and over 50 staff have been trained in basic computer literacy; mechanical and electrical fitters from Freight Rover have been given first-line training in Programmable Logic Controllers. The CITB and other institutes are examining computer packages for the construction industry; micro-processor controlled lay-out and cutting machinery is being provided for the clothing industry; consultancy work in word processing has been undertaken for the Amalgamated Union of Engineering Workers. GKN wanted to retrain some

apprentices in the new technology; it bought the services of a local college for a period of ten months and then found the apprentices new jobs within the organisation. Both industry and commerce are in what seems like weekly negotiation with the city's colleges to supply specialist training in the new technology. In addition to this response to company needs Birmingham has also been aware of the needs of the individual. Individual workers in Birmingham have seen the need to retrain in new technology; some have seen this need more clearly than their employers and are prepared to pay for that training.

The night school has returned to Birmingham and every evening workers in their hundreds, who have not been able to get day-release from their employers, are attending evening classes in computing, word processing, robotics and Computer Aided-Manufacture/Computer-Aided Design (CAM/CAD).

THE GROWTH OF THE SERVICE INDUSTRIES

As the engineering base of Birmingham continued to decline the edifice began to shake: things rattled, bits fell off. But just as nature abhors a vacuum so do the entrepreneurs of Birmingham. Suddenly there was the National Exhibition Centre; the proposed convention centre; the Museum of Motorcycle History. Birmingham is becoming a centre for services and commerce. It is using its place in the middle of the motorway network and in the middle of England to its advantage. Birmingham's colleges have been quick to catch on. Since 1980 many colleges have started catering courses — one has even converted a workshop area to a servery. Others have started Travel and Tourism and Leisure and Recreation courses which serve the new commercial base of Birmingham. The expansion into these new areas has happened through the redeployment of existing resources. All colleges in Birmingham have a central resource philosophy: that all resources are the property of the college and not of individual departments or sections. Some colleges have taken this to its logical conclusion by re organising their management structures. So throughout the Birmingham system new kitchens are being built where there were once workshops; engineers who have been re-trained are teaching on Travel and Tourism courses; many staff have taken early retirement, thus allowing colleges to advertise for staff in the new areas. The physical change which has been forced on colleges has also been accompanied by a philosophical change. Most senior managers in colleges have started talking about response to new needs and are beginning to find out what those needs are. They realise that marketing is not the same as publicity. Producing glossier and glossier brochures for outdated courses will not work. Instead senior staff throughout Birmingham are 'out on the road', doing deals, entering markets and signing contracts. These staff now talk the same language as industry and commerce; there is a new Birmingham vocabulary: value for money, externally funded courses, market penetration, achievement of target income. The growth of this response to the new needs of the service industries has been very rapid and there now seems to be a need for consolidation. The monotechnic has virtually disappeared in Birmingham and all colleges are offering a wider range of courses for both individuals and companies across an ever widening range of skills.

THE FLEXIBILITY OF DELIVERY SYSTEMS

The FE lecturer in Birmingham needs a change of name. Lecturing is now a minority activity. Classroom-based teaching is not the only method of responding to the new needs of the clientele. All over Birmingham the FE system is being delivered to its customers with the same frequency and personal involvement as the local dairies. In many industrial estates and factories in Birmingham FE is being delivered on employers' premises: this may be in the form of a specific consultancy about a particular problem; it may take the form of a traditional City and Guilds course taught on site; it may be a local firm requiring a short period of training. One college books a local hotel at weekends so that it can deliver management training for local industry and commerce. A sister in a local hospital is studying human biology while on

her night-shift. She also plans to visit Australia in the next few months and will be mailing her assignments to her personal tutor at a local Birmingham college. Workshops and laboratories have been opened on a flexible and individual basis for those individuals who cannot make use of them during normal opening hours. This flexibility of delivery is not without its problems: travelling time can be expensive; meeting individual needs is expensive; the traditional delivery method is warm, comfortable and safe. However, the mould has been broken and there will be no re-casting. The Birmingham Open Learning Delivery Unit (an Open Tech Project) and the establishment of local learning centres will ensure that learning is taken to those who need it in their own place and at their own pace.

THE IMPORTANCE OF MARKET RESEARCH

The Birmingham FE system is involved in an extensive marketing activity — so much so that a marketing director is being appointed to co-ordinate and lead a city-wide marketing strategy. She or he will have plenty of help. All colleges have realised the importance of marketing and are looking at the effect of the image building, through consultancy, of educational establishments such as Aston University. Most colleges have individuals who are responsible for marketing; many staff at all levels have marketing functions. There has been a major shift in response to the market. Courses are no longer sold on the 'take it or leave it' principle. Instead they are negotiated with local companies and are delivered within a multi-agency framework. A college in the centre of Birmingham, having done some market research, found that the power of new drugs often meant that a pharmocologist would accompany a physician on hospital visits leaving a deputy in charge. A new course was needed for deputies and this was negotiated between the college and the Regional Health Authority. Having discovered that the police needed specialist vehicle training for its officers a local college negotiated a series of short courses in this field. Courses for graduates from Lucas Aerospace have been specifically designed in applications of engineering technology. All colleges have entered this new world of the market, though they insist that it is secondary to their educational objectives. New partnerships exist: education and industry; institution and institution; the individual and the institution. The corporate image of FE in Birmingham is being formed. The city has an advantage: its municipal motto from the late nineteenth century is 'Forward' and that will do for FE into the '90s.

The city is now undergoing the most comprehensive planning exercise for further education that has ever been undertaken. In order to give the exercise an identity it has been dubbed 'NAFE into the nineties'. The city's senior management team, which consists of officers and principals, has set up a series of task groups to examine key areas such as management information systems, curriculum mapping, appointment of staff and marketing. The NAFE into the nineties exercise is going to involve many of the city's colleges at many different levels. A NAFE checklist is being used to make sure that the Birmingham system can deliver the goods effectively and efficiently. Items on the checklist include economy and population, training initiatives, local initiatives, client needs, curriculum content and delivery, funding and leadership. To quote from the NAFE into the nineties document:

'Above all it must be focussed on client needs, that is the citizens of Birmingham — their hopes and aspirations.'

It is very exciting working in Birmingham at the moment. A new reality exists and the Birmingham system is making a number of imaginative and flexible responses to new demands. In some ways we are in the period of dusting off — having picked ourselves up and just before starting all over again. Birmingham has had to readjust but that has been a positive action. Birmingham's FE system is a microcosm of the West Midlands as a whole. The good old days are gone; there will not be another industrial revolution; we have to carry on. Out on the frontiers of new technology and new markets there are exciting challenges. Birmingham's FE system is 'lighting the territory' so that economic development and regeneration can happen. With the new reality has come a new confidence — a confidence that the system is much better than it was and is much

more able to meet the needs of those who make demands on it.

In 1980 Fred Cole was a mechanical engineer in a college on the east of Birmingham. Now every Monday he takes a group of educationally sub-normal students to a farm 30 miles to the south of the college. The team is involved in a clearing and conservation project with a local farmer.

Case Study 2

MEETING RETAIL COMPANY NEEDS AT THE COLLEGE FOR THE DISTRIBUTIVE TRADES

Don Hunt

AN APPROACH TO THE COLLEGE

THE COLLEGE BACKGROUND

NEGOTIATING THE COLLEGE CONTRIBUTION TO COMPANY NEEDS

SECONDING COLLEGE STAFF TO THE COMPANY

DETERMINING THE FEES

TIMETABLING

RUNNING THE COURSE: MONITORING AND EVALUATION

THE SHOP RUN BY THE STUDENTS

CHANGES TO ON-GOING PROVISION

Within the Inner London Education Authority the College for the Distributive Trades is made up of five departments. It is a relatively small institution with approximately 180 full time students but with a much larger number of part time and evening students.

AN APPROACH TO THE COLLEGE

In 1982 the managing director of the Warehouse Utility Clothing Company visited the college. 'Warehouse' was at that time a relatively new fashion retail chain with eight branches and a turnover of roughly £3,000,000 per annum. Jeff Banks, one of the UK's best known designers, headed a team which was carving a niche for Warehouse in Britain's fashion scene. The group was planning fairly rapid expansion and hoped to move additionally into mail order and overseas franchising. The board were aware of the need to tap into a regular supply of competent trainees who would ultimately form the nucleus of their management team. The directors, somewhat unimpressed by current retail training, had decided to run an entirely new recruitment drive based on the idea of an in-company diploma course.

The course, which was to be nationally advertised, promised successful applicants a thorough 'apprenticeship' in modern retailing enterprise together with a salary during the period of the course. While Warehouse could provide considerable expertise in many areas its directors felt that some work could only be covered by lecturers in a specialist college. For this reason the managing director approached the College for the Distributive Trades.

THE COLLEGE BACKGROUND

The College for the Distributive Trades has traditionally run a wide variety of courses for people employed in London's retail industry. Its links with the major department stores go back to the 1930s to such names as Whiteleys, Marshall and Snelgrove and Swan and Edgar. With the disappearance of some of these great names the college's student population has changed and it currently offers courses to people who work in or wish to work in any section of the retail business. The college is made up of five departments: Management Studies, Marketing Communications, Merchandising, Display Design, Food Technology. Merchandising, Management and Marketing Communications are based on one site in Leicester Square. This proximity makes cross department liaison relatively simple and is ideal for the development of short courses which require input from several departments.

The college is small by further education standards. Approximately 100 full-time BTEC HND students and 80 National Diploma students are recruited annually into the departments on the Leicester Square site. The student population is strongly vocationally orientated — most courses lead to distribution industry careers. The student population is increased by a large daily intake of part-time students — employees from London's retail industry — and evening students.

In most cases teaching staff are recruited into the college from industry and are expected to maintain strong links with those industries. A feature of the college's development has been the ability of its staff to respond to the specific requirements of its customers. The growth of short courses has been one factor in this growth.

NEGOTIATING THE COLLEGE CONTRIBUTION TO COMPANY NEEDS

During the initial meeting with Warehouse it was agreed that within the College for the Distributive Trades the Department of Merchandising was best suited for the proposed project. The department specialises in fashion, textiles and business subjects. It has considerable expertise in teaching young people and regularly runs tailor-made short courses for retail organisations. This blend of expertise, ideal for the proposed course, can be supplemented when necessary by bringing in staff from other departments.

Although the department was busy, staff were keen to take on new work and could be relied on to do a thorough job. The ability to adapt quickly to new teaching situations, especially on short courses, was seen as a particular strength. The department had a good record in short course development and included among its retail customers Libertys, Selfridges, Etams and Littlewoods.

During the first meeting agreement was reached, in principle, to go ahead with the scheme. This left Warehouse free to publicise the course and to begin recruitment while the college decided on lecture input and times, with County Hall discussing costings.

The format that was to evolve was based on a series of one-week block courses to be staffed by the College for the Distributive Trades interfacing with on-the-job training and work experience provided by the company. Outside these college blocks the students would learn through placement in specific parts of the Warehouse organisation. Throughout their two-year course the students were to have access to college facilities and their progress would be assessed by both Warehouse and the college. To differentiate them from other employees of Warehouse, people on the course would be described as 'students'.

SECONDING COLLEGE STAFF TO THE COMPANY

Teaching staff were initially asked to prepare lists of topics under the headings agreed at the preliminary meeting. These lists were passed to Warehouse for approval and the course content evolved quite rapidly. Most of those who expected to be involved in the early teaching blocks wanted to know more about the company for whom they would be working.

Arrangements were made to adapt teaching timetables so that individual lecturers could spend several days on Warehouse premises learning about the company, its merchandise, policies and systems. It was thus possible to relate lectures to current company practice.

These short periods of secondment proved extremely useful. Firstly they gave staff the opportunity to scrutinise the company for which they would be working. Secondly, through their new-found familiarity with the company, staff were able to update their teaching material and develop relevant case work and examples. Finally, the rapport which evolved between the teaching staff and Warehouse staff led to an awareness of each side's possible strengths and contributions to the new scheme.

DETERMINING THE FEES

The Warehouse course costing options were either to run the course in college, charging the authority's full rate for lecturing and accommodation costs, or to run the course on company premises and charge a reduced rate.

In general the retail industry is not prepared to pay the level of costs incurred by the colleges and which, in other industries, might be considered appropriate. It was essential to keep costs to a minimum. This was assisted to an extent by timing courses to run when teaching staff were more readily available — during, for example, periods when college students were on work experience programmes. A special case was therefore presented on the basis of marginal costs, making use of existing resources as part of an integrated package mounted with the company. Warehouse management accepted a figure based on roughly half the usual ILEA costing, offered to provide accommodation in their training department and participated fully in the on-the-job elements of direct experience and supervision. The company were to be charged for a series of 5 x 6 hour/week blocks. No charge was made for course preparation because it was felt that staff could, on the whole, adapt existing material. Any new material developed would be of value to the department.

TIMETABLING

It is generally difficult to draw up a flexible timetable which suits every party. The company's interest was to fill times which are traditionally quiet in retailing. February and March were seen by the company as ideal. The college had to select periods in which staff commitments were at a minimum. A programme of lectures had to be devised which covered a week's block, minimised disruption to existing courses, and minimised additional payments to staff.

The offer of lower rates provided the motivation for greater flexibility within the company and dates were quickly agreed. Within the college each block was planned with teaching input by a maximum of three people, usually with a minimum lecture time of three hours to reduce problems of journeys to and from college.

RUNNING THE COURSE: MONITORING AND EVALUATION

Throughout the period of negotiation and secondment Warehouse advertised for trainees to join each scheme. By September 1982 a final selection had been made and the scheme was put into operation. Over the next two years the course was taught and monitored with the first batch of students taking their final projects in May 1984. College monitoring took the form of regularly set projects, assignments and case studies which were marked by the course lecturers. Close liaison was maintained with the company's training personnel so that problems or faults on each block could be discussed and quickly rectified. The company carried out its own assessments throughout the course and used college grades as part of that process.

THE SHOP RUN BY THE STUDENTS

The final assessment in June 1984 was a much publicised scheme in which the students were given £10,000 and told to select, open, stock and run a shop for one month. This assignment, obviously company financed, put into practice all that the students had been taught over the past two years. Elements of marketing, accounting, law and fashion were clearly of major consideration. The not inconsiderable risk taken by Warehouse paid off. The students returned £15,0[illegible] their one month of trading — a profit of some £5,000. The scheme attracted much media interest and was reported in the national press, TV and radio.

CHANGES TO THE ON-GOING PROVISION

The company recruited a second stream of students after the first year of this two-year course. There were, however, reservations about continuing the scheme on such a scale. By 1984 the company's plans for expansion had been somewhat curtailed and management felt that the development of trainees on such a regular basis would be inadvisable and expensive when set against company needs. There was particular concern that jobs would not be readily available for all those who 'graduated' from the course. A company of this size could not continue to run an expensive scheme which would, in effect, develop trainees for the retail industry at large.

The company was more than happy with the content of the course and a compromise had to be found. Final agreement was reached in September 1984 and in essence the course was to continue. However, the student 'profile' was to change. In addition to a reduced number of Warehouse 'students' the scheme now operates as a training course for Warehouse's potential and existing store management.

Few changes were required in course content and the course is now well into its third year. Classes are still held in Warehouse premises with some college attendance, the laboratories being of value. Course development continues through detailed and regular discussion with Warehouse Training Department. The partnership has proved valuable to both the company and the college. This has been evident from the continuing dialogue, the flexibility of approach, the right integration of activity and the on-going commitment and support in a sector of employment perhaps better known these days for short run needs and immediate market responsiveness which is not always matched by a longer term commitment to work related education and trading. The story continues . . .

Case Study 3

TRAINING IN ROBOTICS FOR VAUXHALL MOTORS AT WIRRAL METROPOLITAN COLLEGE.

Paul Butler

BACKGROUND
THE OVERTURE
THE COLLEGE RESPONSE
THE TRAINING
THE ROBOTICS LAB
OUTCOMES

THE WIRRAL METROPOLITAN COLLEGE

The Wirral Metropolitan College consists of 11 departments with more than 450 teaching staff, serving an area of 100 square miles and a population of 300,000. The annual student intake is about 20,000 students of all types, mainly from Wirral, but there are important contributions from surrounding areas and from abroad. Over 400 courses are available: full-time, part-time, day, evening, vocational, recreational — not an endless variety but a planned system based on known requirements with each course subjected to the criterion of cost effectiveness. Consultation with local industry and commerce, with community groups and societies, with other colleges and with central government agencies ensures that the service is appropriate and adequate.

BACKGROUND

It is comparatively well known that General Motors recently invested £65m in new assembly and press operation equipment at their Ellesmere Port Plant. This new equipment brought the car production lines up-to-date with installations which include welding robots working in packs, robotic paint sprayers, computerised production lines, floor guided 'robo tugs' on which doors are assembled etc. An investment in new technology such as this required also a large training programme to complement the capital investment — and it was this need to provide suitable training in the new technologies that brought the college and Vauxhall Motors together.

The Wirral Metropolitan College has been responding to the needs of local industries for many years, not only in traditional apprentice training but also by providing courses designed specifically to meet the demands of a particular employer, for which industry would pay an economic cost. This other side of the coin to what most people perceive as traditional further education has been an on-going process for many years, brought about through close liaison with local industry. The Department of Electrical Engineering has been providing courses in Electronics and Microelectronics for companies such as BNFL, Shell UK, Oil and Lever Brothers — courses designed in consultation between the industry concerned and the college staff to meet the particular requirements of that industry. This work has been, and is being, carried out against a background of tremendous change in FE. The urgent request by Vauxhall Motors for a re-training course is just one example of a departmental response.

THE OVERTURE

Around January 1983 the department was approached by Vauxhall Motors, Ellesmere Port, to discuss the possibility of providing training courses for groups of electricians. The department responded immediately by going to Vauxhalls for discussions. It transpired that Vauxhalls were not looking for the usual half day per week for 10 weeks, or two days per week for five weeks course, but a full-time training programme to span 12 months. Initially the logistics of the problem did not appear to be great, as Vauxhalls were going to spread the work load between the college and the MSC.

The MSC would provide the Basic Electronics and the college would not be involved until September 1983 when in-depth training in robotics/control was required. We were thus under the impression that we had around five months to prepare for the course. This was not to be, as the MSC could only provide Basic Electronics and Digital Electronics (the first two components of the provision). In February we were asked to start in May and take on the lion's share of the training.

Not only was there a sudden urgency but Vauxhalls could not give any guidelines as to what training was required and they were still in the dark as to the equipment to be installed.

Members of Vauxhall's training school went to their sister plant in Germany — Opel — to find out how it conducted its training. They returned with volumes of Opel training manuals/schemes of work, all written in German. After joint discussion we were not convinced that the German approach would fit our immediate needs and agreed that the training to be given would be general rather than specific. This would allow the electricians to go on a manufacturer's training course and be able to gain meaningful training regardless of which type of equipment was finally chosen. It was also agreed that training would have to start at a very basic level as the groups provided by Vauxhalls would be of mixed ability. The company also expected the college to work to the training calendar they had produced.

THE COLLEGE RESPONSE

After discussions with college senior management it was agreed that all efforts would be made to meet Vauxhall's criteria and to give the department maximum support by providing accommodation,

initial materials and equipment costs.

A team of staff with the required expertise to mount such a venture from scratch were drawn together and the project outlined to them. Their support was requested and anyone who did not want to be involved 100 per cent could opt out. The problems facing the staff at the time were:

(a) the college had no robots;

(b) the college, although having a very well equipped microprocessor laboratory, would require further equipment to allow fault tracing/finding etc;

(c) all staff to be involved had full timetables and this work for Vauxhall Motors would, in the majority of cases, have to be done on top of their normal work load;

(d) the course had to follow the training programme outlined by Vauxhalls — this meant working through the traditional college holiday periods for one year;

(e) preparing and planning material for the course without knowing what equipment was to be installed;

(f) the format of the course would be further complicated by the fact that Vauxhalls would not be selecting candidates for the course directly; as a result of union pressure candidates would be chosen by seniority, resulting in groups of varying ages and abilities.

THE TRAINING

Over the 12 month period the training in college can be summarised as follows:

Group	Type	Numbers	Length of course
A	Electrician	12	9 weeks
B	Electrician	12	9 weeks
C	Fitter	10	2 weeks
D	Fitter	10	2 weeks
E	Fitter	10	2 weeks
F	Fitter	10	2 weeks
G	Electrician	12	7 weeks
H	Electrician	12	7 weeks

A member of Vauxhalls training staff accompanied groups A and B. After the training was completed he would be responsible for setting up a training facility in the factory for future in-house training. His presence on the course was invaluable as he provided a direct link to Vauxhalls and kept staff informed on how events were progressing at Vauxhalls. It became apparent that equipment to be installed included aspects of technology not originally in the schemes of work so staff were able to alter the course as required. He also helped Group B in the practical sessions — of which there were many as learning was centred on 'hands-on' experience. This interaction between company and college resulted in a very good scheme through partnership — although at times by trial and error.

The period of training between September and December for the fitters took a different tack. These two-week courses were to be a practical introduction to the robot — without going into technical aspects of control. Because of demarcations between electricians and fitters in the plant the course had to be carefully devised to allow the fitters to get a good insight — but not so deep as to upset the various factions.

The time in college for groups G and H was reduced by two weeks as a result of experience gained with groups A and B which resulted in a small financial saving for Vauxhall Motors.

The objective of the training within the college was to ground the electricians in the basic foundation in microelectronics and control so as to allow them to go on a manufacturer's course specific to the equipment to be installed. The feedback from this course was good. It transpired that the manufacturers had to alter the training package after finding that the first group had had a very good basic introduction to all aspects of robot technology at the college.

THE ROBOTICS LAB

The retraining programme gave the college an ideal opportunity to create a robotics laboratory. It provided a motivating force for the staff in that their

24

efforts and hard work would earn monies for new equipment. Vauxhalls were also pleased to provide financial support in the costings for this purpose.

A laboratory was ear-marked by the college for Vauxhalls. All constructional work required (e.g. power supplies for work stations) was carried out by engineering students as part of their specialisation work. The staff decided that in order to learn the fundamentals of robotics each student should have his own robot. To achieve this, and keep costs down, robot kits were purchased. Students from Shell Sarawak, studying at the college on a Higher Diploma Course, constructed and tested these kits as part of their practical work. By the end of July 1983 the college had a purpose-built and equipped laboratory.

OUTCOMES

The hard work of the staff, in close liaison with staff from Vauxhall Motors, in mounting this successful retraining programme (and meeting the strict deadline for training laid down by the company) produced a number of beneficial side effects. Firstly, all of Vauxhall's engineering apprentices are now following a multi-discipline training programme of which the new technologies and especially robotics, form the focal point of study. The college, in liaison with Vauxhall Motors, has had validated a BTEC National Diploma/Certificate in Plant Engineering. The ground work for units in this programme came from course material produced for the re-training programme. The course is being developed and monitored by college staff and staff from Vauxhall Motors Apprentice Training Department.

The college now has a robotics laboratory financed through the staff's endeavours in mounting the re-training programme on top of their base load work. Courses in robotics are now being offered to other industries and to the local community in the form of evening classes leading to a City and Guilds qualification in robotics. The experience gained by the staff through the re-training programme is now being utilised to the benefit of all.

In conclusion, the re-training scheme achieved its objectives: it provided maintenance personnel of varying backgrounds with a firm foundation in this new area of modern technology to allow them to cope with the robot and its ancillary equipment.

25

Case Study 4

MEETING THE NEEDS OF THE CATERING INDUSTRY AT WALTHAM FOREST COLLEGE

Beti Plummer

INTRODUCTION

THE HOTEL AND CATERING INDUSTRY: GENERAL BACKGROUND

WHAT IS ON OFFER FROM THE SCHOOL OF CATERING, HOTEL ADMINISTRATION AND TOURISM.

STUDENT AND STAFF INVOLVEMENT WITH INDUSTRY.

SPECIFIC EXAMPLES OF PROVISION FOR INDUSTRY

(a) Short courses for special diet cookery.

(b) College Diploma in Hotel Reception, Administration and Tourism.

(c) Royal Institute of Public Health and Hygiene Certificate in Food Hygiene and the Handling of Food.

APPENDIX

Industrial Placements.

WALTHAM FOREST COLLEGE

The college, a fine brick building with a magnificent hexastyle portico, is sited adjacent to the Assembly Rooms, Town Hall and Law Courts of the Borough in Forest Road, Walthamstow.

The building housed the South West Essex Technical College and School of Art until 1970 when the new Waltham Forest College came into being. The college consists of eight departments offering courses in Motor Vehicle, Electrical and Mechanical Engineering, Construction, Science, Business Administration, Computing, General Education, Health Education, Art and Fashion, Catering and Home Economics.

There are some 2000 full time and 7000 part time and evening students on the above courses, ranging from craft through supervisory level to management.

INTRODUCTION

Unlike other cases in this publication, which start at a point of provision to meet a specific need, this study opens with a general description of both the industry and of the School of Catering. This is primarily to highlight the need for an approach to accommodate a sector with nearly two million employees, primarily in small businesses. The three course examples given towards the end of the case are developed as 'for instances' of a public sector provision which must be as diognostic as it is responsive.

THE HOTEL AND CATERING INDUSTRY: GENERAL BACKGROUND

The hotel and catering industry is one of the largest and most important industries in this country. With 1.8 million employees it is, in fact, the biggest sector employer. It is not, as many people believe, epitomised by the large hotel chains, but is an industry where small businesses predominate. It includes hotels (50 per cent of all hotels have fewer than that 10 bedrooms), guest houses, bed and breakfast establishments, holiday camps, restaurants, cafes, pubs, clubs, industrial and office canteens, function catering, school meals, hospitals and nursing homes.

In an industry which plays such a major role in the economy, the concern must be to provide the customer with the highest standards of quality and service and thus to raise the status of an industry which has in the past suffered from a relatively poor image.

Since the early post-war days of catering education the industry has relied on the 200+ colleges with catering departments to provide it with young staff who will have had some initial training and education (either of one or two-years' duration) in the form of full-time courses for school leavers. Provision for day-release for employees already in the trade has been largely confined to cookery, at basic or more advanced levels.

Up until 40 years ago very few of the established staff in the industry had any formal training. The numbers now receiving training have greatly increased with a consequent decrease in staff turnover, enhanced job satisfaction and greater development of potential. It is, however, a salutory thought that even with all the catering departments throughout the country doing their utmost to produce suitably trained employees for the industry, the number of craftsmen and managers needed by the industry is far greater than can be provided from the limited resources so far available in colleges.

WHAT THE SCHOOL OF CATERING, HOTEL ADMINISTRATION AND TOURISM OFFERS

How therefore is Waltham Forest College playing its part in contributing to the supply of skilled people to this vast industry?

The School of Catering, Hotel Administration and Tourism has evolved over the past seven or eight years into one of the largest departments of a college which serves an area of North-East London which varys from an inner region of high unemployment in Hackney to the relatively affluent area of Epping Forest. The department serves an area need; there are no comparable facilities in surrounding boroughs such as Redbridge, Havering, Haringey and Newham. Harlow, which is now a tertiary college, is the nearest college to the north and is 15 miles away. Waltham Forest's catchment area has a population of around two million.

It has long been obvious that there was a tremendous need for catering education in this part of London and that the department's facilities were inadequate to meet this need. Large numbers of potential students were being turned away in spite of the kitchens being used morning, afternoon and evening in an effort to cope with demand. Money was consequently made available by the Department of Education and Science and the local authority to provide purpose-built specialist kitchens for larder work, pastry and general training.

A larger silver service restaurant was developed at a

relatively low cost to provide for the students who needed training in food service. It was also recognised that it was unrealistic for the needs of the catering industry to provide only for banqueting and high class service. Hence, a second multi-purpose restaurant was opened which initially offered plate-service but, will in 1985 have incorporated a back bar unit for fast food provision and a salad bar.

The reception/front office area, which is so often neglected by colleges in terms of equipment and other resources, was equipped with those accounting machines, both manual and electronic, most commonly used in the industry and will, by the end of 1985, have integrated computer equipment which will familiarise students with the most sophisticated systems used in the hotel sector. The provision of a travel desk with access to Prestel and Viewdata will provide for students on travel studies courses.

Housekeeping (or more correctly accommodation services), too frequently the Cinderella section in any catering department, boasts a simulated hotel bedroom with en suite bathroom, living, dining and kitchen areas for student assignments and practice. At the other end of the scale, a small college residence provides for up to 20 overseas student visitors and offers experience for the students in rapid change-over procedures when European exchanges take place.

Having installed four new training kitchens and two restaurants in addition to the two adequate kitchens already *in situ*, a decision was taken to concentrate on craft and supervisory level courses, both full and part time, which would meet the needs of the industry which the department serves.

COURSES OFFERED INCLUDE:

City & Guilds of London Institute (CGLI) Cookery for the Catering Industry Parts I and II (full time, part time evening).

CGLI Food Services Parts I and II (full time and part time). These two series form the basis of craft courses in the department.

CGLI Hotel Reception (one year full time).

College Diploma in Hotel Reception, Administration and Tourism (two years full time).

Business and Technician Education Council (BTEC) Certificate/Diploma in Hotel, Catering and Institutional Operations (two-three years full time).

BTEC courses provide a broad basic training in both technical and supervisory skills for the more academic students with 'O' level qualifications.

Hotel and Catering Industry Management Association (HCIMA) Part A Professional Qualifications — Part time day/evening course provides for the development of adults who already possess craft qualifications together with several years' experience in the trade and who wish to extend their knowledge in food, liquor, accommodation and supervisory studies in order to enhance their promotion prospects.

Royal Institute of Public Health and Hygiene (RIPHH) Certificate/Diploma Courses in Food Hygiene — (Part or full time courses or part-time evening).

Royal Society of Health (RSH) Nutrition Certificate/Diploma Courses — (part, full time or evening courses) for those with a particular need for some detailed knowledge of nutrition required for catering in hospitals and other areas of the welfare sector of the industry.

The broad basis of the two year full-time College Diploma in Catering, which may include both food preparation and service to an advanced level, again is deliberate policy because time spent in the restaurant enables the students to acquire social and other skills which would not be developed if training were confined to the kitchen area. This significantly increases employability and adaptability for it is known that many of the students who begin their course intending to be a chef will probably work in food service in addition or alternatively to food preparation. Students who display particular skills in areas such as pastry and bakery work are encouraged to further their efforts and compete in various 'Salons Culinaires'. In 1984, several achieved excellent results in national competitions and three gold medals were won in

addition to silver and three bronze medals. This enhances employment prospects and is good for morale.

STUDENT AND STAFF INVOLVEMENT WITH INDUSTRY

All full time courses include a period of five or six weeks' work experience in the catering industry. Many colleges require their students to work in the summer holidays to complete this important part of the course, or in some cases send the students out for one day per week. However the department believes, and employers agree, that a more realistic appreciation of the world of work is created by a longish period of experience as a supernumerary. This is frequently followed by an offer of employment in the summer or on completion of the course. The experience is monitored by both college staff and employers who report on the students' attitudes and achievements. This forms part of the final assessment in all courses. It gives the staff an opportunity to visit the establishments (which are deliberately chosen to represent the different sectors of the industry), and the employers an opportunity to come to the college to see what is being done. The whole process culminates with a function in May when employers, who have either taken the students on industrial release or have sent students on part time courses, can come to the college to see the students demonstrate their skills.

The department's staff came out of industry into education to encourage young people to maximise their potential. Staff are continually updating their skills by attending short courses or increasing their experience in the private sector in the evenings or during the holidays. What is better than to enjoy working in a service industry where things are changing all the time and life is never dull?

SPECIFIC EXAMPLE A

Short courses for special diet cookery

About 10 years ago the dietetics branch of the Department of Health and Social Security called a meeting of half a dozen colleagues from different parts of the country. All were known to be offering successful courses of training to hospital staff who were already, or were likely in the future to be, involved in catering for special diets.

The areas then represented were South Wales, Chester, Leeds and London where two colleges (Westminster and Waltham Forest) were running courses. Waltham Forest College initially met the needs of the local Area Health Authority by providing 10 x ½ day courses for their staff. It was soon apparent that training was needed for staff from further afield and the format was changed to 5 x 1 day. Students frequently missed one or two days of their course because they had to stay at work. At the request of several hospitals it was decided to offer the course as a short full-time (one week) course on an economic full cost basis.

A commitment by a hospital to send a member of staff away for a week is always upheld and the response to this format has been tremendous. The catchment area has extended to East Anglia, south/westwards to Hampshire and as far as the Channel Islands. Residential accommodation, where necessary, is arranged by the student services officer.

The Royal Air Force now has a policy of insisting that their cooks complete the course before being posted to any hospital at home or abroad and have five places reserved on each course every year.

Waltham Forest College is the only college in the south now offering such an approved course and the award of the College Certificate in Diet Cookery is dependant on trainees reaching a high level of achievement in both the theory and practice of such specialised cookery.

The staff involved in teaching this course are all sensitive to the capabilities of cooks who may have little scientific knowledge but who need to be made aware not only of the special needs of hospital patients but of the importance of presentation and variety. A scientist who was formerly a chef, a dietitian who has recently come into teaching from the Health Service, and a teacher of professional cookery at a high level of craft standard provide the main college input to the course.

The provision of the course on a short full-time basis ensures that students gain from each other in interaction of ideas. In many cases catering officers from their hospitals are able to visit the college during the course and provide a useful input. The college has responded by matching the course content to employers' needs.

It would seem at present that there is a never-ending need for such a course and the department hopes to extend the provision from 2 to 3 x 1 week courses per year in the near future.

SPECIFIC EXAMPLE B

College diploma in hotel reception, administration and tourism

The City & Guilds Certificate in Hotel Reception has been offered as a one-year full time course in many colleges throughout the country for some 18 years. This has tended to produce an employee of rather limited potential who did not always possess the attitudes required by the hotel sector of the industry and who was often too young for the responsibilities and legal liability of the front office.

After discussion with the employers it was decided 10 years ago to pilot a two-year full time College Diploma course which would produce the type of employees which the industry desperately needed. A broadly based course was developed which included hotel reception work, food service to C & G 707/1 standard, accommodation services, the English Speaking Board Spoken English and London Chamber of Commerce Vocational French and German qualifications. A three-month period of industrial release during the summer after completion of one year of the course was seen as a maturing exercise and an opportunity to improve either French or German learned during that year. Setting up these placements was relatively easy with the help of the department's French lecturer who teaches cuisine French to all the students, and with the co-operation of the French college in the Vendee region with whom we had recently established a student exchange programme for craft students.

Our German lecturer similarly established contacts in Germany and our reception lecturer contacted former colleagues in the industry now working in the Channel Islands. The offer of hotel places in Europe now exceeds the number of students on this particular course but it means that we are also able to send some of our B/TEC Diploma students, who complete six weeks of industrial experience at the end of their first year of study, to suitable placements abroad. They frequently stay on through the season until they have to return to college in September.

Arrangements are made to ensure that all students are visited by relevant lecturers while on industrial experience. This ensures that further potential placements are contacted and viewed for possible future use.

During the second year of this course the students are placed for five weeks in the reception area of some of the West End's best hotels. This further enhances their prospects of employment and no student has problems in obtaining a job, whether here or abroad. Several of this year's students are impatient to complete their course so that they can return to France for the summer.

The vast increase in travel and tourism and the international flavour of this particular course has led us to introduce travel studies into the course as from this year. This will be taught by a new number of staff recently returned from abroad where she had her own tour operation; as her previous background was in hotel reception, she is eminently suitable for this work.

Although there is still a need to provide a one-year full time course in hotel reception for those who are suitable, it seems that the two-year broad-based course provides for the development of a variety of skills, both social and technical, which are of utmost importance to the industry for which we cater. Many other colleges have adopted a similar though less ambitious format during the past two years.

SPECIFIC EXAMPLE C

Royal Institute of Public Health & Hygiene Certificate in Food Hygiene and the Handling of Food

This course has been offered at Waltham Forest College for at least 14 years. Its importance has increased over the years with the introduction of legislation covering health and safety at work.

All full time catering students follow the course as part of their curriculum; part time students are given the opportunity to enter for the examination during the three years of attendance at college. An evening class is also run for those who may not have had the chance of studying either during their catering training or who have had little formal training in the past, e.g. general assistants.

The college enters at least 150 students each year for the external examination. Funds are made available to ensure that any student who is capable of benefitting from the course and is able to take the examinations leading to a relevant certificate, is able to take the examination. Where students have to pay their own examination fee this acts as a deterrent, thus reducing their employment potential.

In addition to the college-based course over the years, the department's specialist hygiene lecturer, who was a hospital catering officer before joining the staff of the School of Catering, has, at the request of the Regional Health Authority, run short courses during the day at the nearby training centre. This has provided training in food hygiene for a variety of staff, including matrons of children's homes and day nurseries. There is close co-operation between the college and the Health Authority, including a district nursing officer on the governing body.

As part of the examination for the certificate, visiting oral examiners, who are usually Environmental Health Officers, are able to assess the students' knowledge of up-to-date practices in food hygiene. Their liaison with teaching staff provides for an exchange of ideas and technical information.

The Royal Institute has now recognised that there are many employees in the catering industry who would benefit from a formal qualification but who would not easily be able to cope with the demands of an 'essay type' examination. It has therefore introduced a preliminary certificate which, although requiring a breadth of knowledge of food hygiene, can be examined by an oral test together with a 'short answer type' written paper. This will enable many who may have been hesitant to enter for the certificate now being included in the number who hold a formal qualification in food hygiene. This can only benefit an industry which is anxious to acquire a reputation for continuing high standards in all fields.

APPENDIX

SCHOOL OF CATERING AND HOTEL ADMINISTRATION — INDUSTRIAL PLACEMENTS

All the following hotels/restaurants/companies have sent trainees on day-release courses/accepted students on periods of industrial release during the past year. All full time students (250+) go into industry for five — six weeks' work experience during their course.

Hotels
Green Park Hotel
Park Lane Hotel
Grosvenor House Hotel
The Dorchester Hotel
Claridges
Intercontinental Hotel
Roebuck Hotel
Woodford Moathouse
Waldorf Hotel
Weybridge Motel
Savoy Hotel
Bailey's Hotel
The Gloucester Hotel
Astoria Hotel
Tralee Hotel, Bournemouth
The Goring Hotel
The Senator Hotel
Churchill Hotel
Central Park Hotel
The De Vere Hotel
The Howard Hotel
Inverness Court Hotel
Kennedy Hotel
The Post House Hotel

Royal Court Hotel
Royal Trafalgar Hotel
The Brittania Hotel
The London Ryan Hotel

Restaurants
Simpson's in the Strand
Lloyds Captains' Room
R.S.J. Restaurant, Waterloo
Next Door Restaurant, Clerkenwell
Woodbine Wine Bar
Sopers Wine Bar
Streets Wine Bar
Marlowe's Wine Bar
Oodles Restaurant
Prince Regent Restaurant
Nan's Pantry
Chingford Grill
Meads Ballroom
Beefeater Steak Bars

Hospitals
Guys Hospital
The London Hospital
Oldchurch Hospital
Whipps Cross Hospital
Barking Hospital
Barts Hospital
Queen Elizabeth Hospital for Sick Children
Goodmayes Hospital
St George's Hospital, Hornchurch
Hackney Hospital
Royal Marsden Hospital

Insurance Companies, Banks etc.
The Hongkong & Shanghai Banking Group
Royal Insurance
Sun Alliance
Harrods, Knightsbridge
Telephone Cables
Gardner Merchant
Grand Metropolitan Catering Services
Trust House Forte
Christies Auction Rooms
London Rubber Company
British Broadcasting Corporation
Barclays Bank International
Shell (UK)
International Press Centre
Pearl Assurance
Bush Boake Allen Ltd.
Beechams Foods Ltd.
ARA Catering Services
U.K Electrics
Sutcliffe Catering
London Postal Region
Plessey, Ilford
Sedgwicks Insurance
British Petroleum

Royal Bank of Scotland
Midland Bank
Williams & Glyn Bank
Peat Marwick & Mitchell
North Thames Gas.

Offshore Sea Survival

Case Study 5

OFFSHORE SEA SURVIVAL AND FIRE FIGHTING COURSE AT SOUTH TYNESIDE COLLEGE

David Robinson

DESCRIPTION OF THE PROVISION
ORIGIN OF THE PROVISION
INTERNAL OPERATIONS
LATEST DEVELOPMENT AND OUTCOMES
APPENDIX I: Sub-contractors using the course
APPENDIX II: Finance
ADDENDIX III: British shipbuilder, Ship steering course

SOUTH TYNESIDE COLLEGE

The college is located in the Metropolitan District of South Tyneside situated on the north-east coast of England. The college came out of the amalgamation in 1984 of South Shields Marine and Technical College, with its foundation in the South Shields Marine School establishment in 1861, and Hebburn Technical College. The college is a major centre of nautical education and training in the United Kingdom with a national and international reputation. It also serves the further education needs of the local community.

It is a Group 9 Burnham Grade College with nine departments. The three marine departments: Nautical Science, Marine and Mechanical Engineering and Electrical and Electronic Engineering, are all Grade 6 Burnham. There are additionally two expanding Grade 5 Burnham departments in Business Studies and Catering and Creative Studies. In this academic year there are some 12,000 student enrolments equal to 4,500 FTEs. The academic teaching staff numbers 400 lecturers and the college has a purpose-built hall of residence capable of accommodating 360 students. The extensive facilities on both sites enable the college to offer a wide range of courses for students of all age groups, both locally and nationally.

DESCRIPTION OF THE PROVISION

AIMS

The aims of the course are to give personnel employed on offshore installations and those employed in supplying and servicing the offshore industry a basic grounding in sea survival techniques, elementary seamanship, survival craftsmanship, fire-fighting and survival first aid. In an emergency, trained personnel would be able to launch survival craft, clear the installation safely and maintain the craft correctly in the marine environment. The isolated nature of an offshore installation in an unfriendly and hazardous environment gives emphasis to survival and safety needs to a degree which would not apply onshore. A minimum requirement for those working offshore is to receive awareness training so that they are able to understand these increased risks and the need to behave with maximum responsibility at all times.

CLIENT GROUP

The client group identified is skilled and semi-skilled trades persons employed by contractors and sub-contractors working on offshore installations on maintenance contracts. Their skills are wide and varied and they are mainly males between 20 and 40 years of age. No previous seafaring or offshore experience is required to do the course. Students can be non-swimmers and are not necessarily sponsored by a contractor. Without the certificate issued at the end of the course, legislation prevents an employer from using the services of the prospective employee on offshore installations.

COURSE DETAILS

The course is for five days giving 35 hours' tuition operated by the college in collaboration with the Merchant Navy Fire Training Centre. One and one-half days are devoted to fire-fighting instructions and three and one-half days to survival techniques taught by the college. The Seamanship Centre and riverside facilities of the Nautical Science Department of the college are adjacent to the Merchant Navy Fire Training Centre in Wapping Street, South Shields. The Fire Centre is operated by Tyne and Wear Metropolitan Fire Brigade, originally for the General Council of British Shipping but now for the South Tyneside Authority. As the college has no swimming bath facilities, the wet liferaft drill and personal survival techniques have to be done in the local swimming bath some half a mile from the centre and this proves to be adequate.

The course requires expensive practical facilities but as these already exist to train Merchant Navy deck and engineering officers, the course enables that provision to be fully utilised.

The facilities required are:

- fire-fighting equipment and breathing apparatus,
- fire-fighting training gallery,
- inflatable liferafts,
- lifesaving equipment and protective clothing,
- totally enclosed motor propelled survival craft,
- survival capsule,
- ship's lifeboat,
- training vessel 'St Hilda', 54ft motor ketch.

FEE LEVEL AND INCOME

The total cost of the five-day course is £200. This comprises:

a) Survival — 3½ days
£75 payable to the college

b) Fire-fighting — 1½ days
£125 payable to the college

The gross income to the local authority during 1984/85 is of the order of £213,200.

ORIGIN OF THE PROVISION

The Market

In 1976 the Nautical Science Department commenced a one-day Basic Sea Survival Course

for all Merchant Navy personnel coming to the college. This course was approved by both the Department of Trade and the Merchant Navy Training Board. It is a course of seven hours' duration, the morning module taking place in the Seamanship Centre and the afternoon module of practical training in the local swimming bath.

In recent years the offshore industry has required the services of many different workers for maintenance work on rigs and platforms and the tradesmen made redundant in the ship-building and ship-repairing industries in the north east have been available for employment.

In 1979 the college was approached by catering firms operating in the North Sea servicing oil rigs and platforms, notably the South Shields firm of Caterae International Limited, to extend the one-day Basic Sea Survival Course for all Merchant Navy personnel to a course offering seamanship training with a survival application. Sub-contractors to the principal oil companies discovered late in 1981 that the facilities for offering offshore sea survival and fire-fighting training existed on the doorstep where they were recruiting their labour force. We were therefore asked to develop the five-day course as a matter of urgency. The initial course began in May 1982 and we ran three courses for 44 students during the 1981/82 session.

Course Enrolments

	Offshore Sea Survival and Fire-Fighting		*MNTB Basic Sea Survival*
	Normal	Unemployed	
1978-1979	nil	nil	668
1979-1980	nil	nil	541
1980-1981	nil	nil	362
1981-1982	44	nil	425
1982-1983	718	nil	94
1983-1984	897	nil	203
1984 to date (15.2.85)	397	144	160
1984-1985 (estimate)	754	312	180

INDUSTRIAL LIAISON

The five-day course has been developed in conjunction with BP Petroleum Development Limited and Shell Exploration Limited, both of Aberdeen, and Conoco Limited of Maplethorpe. The sub-contractors working for these oil companies have in the main recruited their labour in the NE of England in the Tyne, Wear and Tees area. The course was developed to the guidelines issued by the UK Offshore Operators' Association Ltd. of London.

The sub-contracting companies are located throughout the United Kingdom and the nature of their business varies widely. The sub-contractors using the course to date are listed at the end of this section.

REQUIREMENTS OF OFFSHORE INDUSTRY

The UK Offshore Operators' Association requires that for a Category D — non-supervisory contract, personnel have been trained to:

1. React effectively and act positively to an emergency situation and maintain general housekeeping standards designed to minimise the risk of fire and other hazards.
2. Guide their own actions and co-operate with others by applying the theory and practice of fire prevention, control and extinction.
3. Recognise fire hazards, explosive and flammable risks peculiar to offshore structures.
4. Wear breathing apparatus and be suitably trained.
5. Be familiar with all life-saving appliances and be able to follow escape routes to muster and lifeboat stations.
6. Understand basic helicopter discipline and escape procedures, the location and use of helicopter survival equipment and personal survival equipment.
7. Be acquainted with manning and launching of totally enclosed life-saving systems and other life-saving appliances, procedures, equipment, principles and techniques for survival at sea.
8. Be acquainted with the hazard of installations' operations, the 'Permit to Work' systems and the use of safety equipment.

INTERNAL OPERATIONS

Resources

It was necessary to purchase a new type of lifeboat — a totally enclosed motor propelled survival craft (TEMPSC) for this course. This was purchased out of the 1982/83 capital programme in July 1982 from a local firm for £30,000. A further survival capsule, complete with davits, has been purchased out of the 1984/85 capital programme for £40,000 and the installation of the davits for both pieces of equipment has been made on the quay wall of the Seamanship Centre.

In an ideal situation, if resources were easily available, we would wish to create a simulated evacuation area of an oil production platform. This could be done by erection, on steel piles, of a small platform on the riverside complete with davits for the totally enclosed motor propelled survival craft and survival capsules. It would be necessary to find at least £100,000 to make this a reality.

Our Seamanship Centre was purpose-built in 1972 but because of one of the many cuts inflicted on education over the past decade, the demonstration pool planned for the centre never materialised. It would be a great advantage if the pool was available, but meanwhile the local swimming pool, half a mile from the centre, proves adequate.

LATEST DEVELOPMENTS AND OUTCOMES

In addition to the forecasted throughput of some 750 students in the 1984/85 academic year, provision is being made for an additional course spread over two weeks for 320 unemployed who are resident in the Borough of South Tyneside. This part of the course is funded through the European Social Fund (ESF) Vocational Training Course Programme. It applies to any resident of the Borough of South Tyneside on 30 June 1984 who has been unemployed since 1 September 1983.

The course is divided so that in the first week there will be 14 hours of tuition and 21 hours of tuition in the second week. The fee will be paid by the local council and will not affect unemployment or social security benefits.

Employment Prospects

There is already evidence that the students placed on this course and paid for through the council are finding their way back to employment. The certificate issued to the student who successfully completes the course can be regarded as a passport back into employment.

Even before the advent of the ESF and financial assistance from other local authorities, there was ample evidence that out-of-work adult students would borrow the course fee from relatives in order to attend as it was a possible means of obtaining employment, albeit only casual employment, in the offshore industry. The recession in the NE of England and in particular in the shipbuilding and shiprepairing industries has supplied offshore sub-contractors with a huge pool of labour, provided they have had the initial training to allow them offshore.

Future

The offshore industry continues to expand into other fields on a global basis. Wages in sterling are at the moment attractive and there appears to be little slackening of business for sub-contractors. The Department of Nautical Science is currently trying to get approval for the course from the Norwegian Industrial Association for Operational Companies so that labour for the Norwegian offshore fields can be recruited in the United Kingdom. There will be a need for retraining of personnel every two — three years and this should offer some permanency to the course and provision available. The college is currently investigating a simulated helicopter called a 'dunker' to be installed at the local swimming baths so that students can realistically practice the procedures for helicopter escape. This will be purchased in the capital programme for 1985/86.

There will be a continuing need to update equipment in line with the rapidly changing requirements of industry and this could require further substantial capital investment.

Marketing the Course

The Nautical Science Department was initially inundated with enquiries from men prepared to finance themselves to attend the course in order to obtain the certificate that could possibly lead them back to employment. The course is booked well in advance and sub-contractors are seeking places for their personnel.

Aggressive marketing has not been necessary. Indeed the meagre administrative resources of the department have been strained to breaking point to the detriment of other courses. We limit the course to two streams in any week, with 12 students in each stream. Every week is not available as both the department and Fire Centre must give priority to traditional work, namely courses for Merchant Navy Officers, but the course is available on most of the 42 weeks of the 'extended year' worked by the Nautical Science Department.

Staff Development

Staff in the Nautical Science Department had had survival instruction at a specialist centre in the 1970s. Staff new to this work receive instruction from the existing specialist staff and as staff associated with the Seamanship Centre are all Master Mariners before appointment, staff development is not a problem. It does however keep the staff up to date if new lecturers are sent on a specialist course and existing staff are allowed to attend national and international conferences and visit oil rigs and platforms to maintain contacts with industry.

APPENDIX I

SUB-CONTRACTORS USING THE COURSE

Drilling/diving

Santa Fe	Aberdeen
Jebsens Drilling	Aberdeen
Reading & Bates	Aberdeen
Scotdril	Aberdeen
Wharton Williams Taylor	Aberdeen
Atlantic Drilling	Aberdeen

Engineering

British Engines	Newcastle
Balravie Marine	Aberdeen
H Leverton	Birtley, Tyne and Wear
Plenty Limited	Berkshire
Grootcon	Teesside
Ruston Gas Turbines	Lincoln
Robert Jenkins Oil and Gas	Rotherham

Electrical engineering

P Elliott	London
Ferranti	Aberdeen
Haden-Moore	Teesside
James Scott	North Shields and Morecambe
Westinghouse Brake and Signal	Chippenham, Wiltshire
Brush Switchgear	Loughborough
Brush Electrical	Loughborough
Greenporch	Teesside

Shotblasting/painting/general

Premaberg Services	Nottingham
Global Protect	Sunderland
Blandford	Aberdeen
Cape Scaffolding	Aberdeen
Rigblast	Aberdeen
Dyvi	Aberdeen
J W H Painting	Humberside
Woodgroup Structural Coating	Aberdeen
I T I Anti Corrosion	Watford

Fireproofing/insulation/floorcovering

Robertson Ewen	South Shields
Linthorpe Insulation	Teesside
Aaronite	Humberside
Morceau Fire Protection	Nottingham
McGill Insulation	Teesside

Catering

Caterae	South Shields

Industrial chemists/effluent plants

ICI	Teesside
ETA	Staffordshire

Surveying/geophysical services

GSI	Teesside
Lloyds British Testing	Humberside
Lloyds Register of Shipping	Newcastle

APPENDIX II

FINANCE

Income expected in Educational Year 1984/85
1,066 students at £200 each = £213,000

Expenditure

a)	To Tyne and Wear Metropolitan Fire Brigade 1,066 students at £95 each		=	£101,270
b)	Teaching Staff			
	1 PL ¼ time	£16,467 =	4,117	
	2 SL ½ time	£12,609 =	12,609	
	3 LII full time	£11,175 =	33,525	
	1 LI full time	£8,037 =	8,037	
c)	Technician Staff			
	1 Technician Boatswain	£6,500 =	6,500	
	1 Technician Coxswain	£6,500 =	6,500	
			71,288	
	Plus 20% Authority's Dependent Staff Charges		14,258	
			85,546	£85,546
d)	Running Costs			
	Repairs and maintenance of liferafts		3,500	
	Repairs and maintenance to survival craft		2,500	
	Running cost of Training Vessel 'St Hilda' Annual £7,500 ½ cost		3,750	
			9,750	
	Running costs of Seamanship Centre		14,000	
			23,750	£23,750
		Total Expenditure		£210,566

The above takes no account of loan charges on equipment (current value of floating equipment £260,000) or buildings.

ADDENDIX III

BRITISH SHIPBUILDER SHIP STEERING COURSE

ORIGIN OF THE PROVISION

The Market

In February 1983 British Shipbuilders, Wearside, found that they had sea trials for a new tonnage in three months' time and that they had no personnel in the shipyard with experience of steering a ship. It was the tradition of the industry that the riggers steered the ship during sea trials but the management found to their surprise that all their men with this experience had been given premature retirement. A few months later it was discovered that a similar situation existed at British Shipbuilders, Tyneside.

The college was approached and suggested that there were many unemployed seamen in the region who would welcome temporary employment as helmsmen. The shipyard unions would not accept such a solution to the problem and the college was requested to devise a short course to train shipwrights and riggers in the art of steering a ship by hand and understand helm orders given by the ship's master and pilot during sea trials.

THE SOLUTION

The department has two expensive items of equipment which could provide a ship steering course on an infill basis, the Training Vessel 'St Hilda', a 54ft power-driven ketch and a nocturnal ship's bridge simulator. The training vessel, purpose-built in 1971, is extensively used on marine courses at degree level and junior watchkeeping officer level and is used as the mother ship for sea survival courses. The ship's bridge simulator purchased in 1981 is used extensively on navigation control courses and watch-keeping preparatory courses. By finding mutually acceptable days when the students and the equipment were available, the tuition is given in ship steering such that each student steered the training vessel for seven hours

and then a further three and one-half hours steering the ship simulator. The initial training using the training vessel allowed the steering exercise to take place in both the rivers Tyne and Wear. The final training on the ship simulator allowed for different types and sizes of vessels to be simulated, from the laden quarter of a million ton tanker and the twin screwed container vessel, to the small general cargo ship.

THE COLLEGE RESPONSE

Fee level

The course has to date been made available to the shipbuilding industry at a mutually agreeable time with the three days for each student being fitted in as and when possible. The students were taken in pairs so that they could relieve each other at the helm over a three-day period of seven hours per day. The fee charged in 1982/83 and 1983/84 was £150 per student. The 1984/85 fee is £156 per student.

Course enrolments

1982/83	18 students
1983/84	14 students
1984 to date	nil

Statement of outcome

The course was provided to fulfil a specific local need at short notice. Whether the shipbuilding industry will continue to require this training remains to be seen but it does illustrate the flexibility of the further education sector in responding to an unusual industrial need. Each student was issued with a letter which stated that in the opinion of the college a level of competence had been achieved; only one student had to be rejected half-way through the course because he lacked the necessary aptitude to enable him to steer successfully a vessel in confined waters.

Computer Aided Engineering

Case Study 6

THE PROVISION OF COMPUTER-AIDED ENGINEERING (CAE) AT SALFORD COLLEGE OF TECHNOLOGY (SALFORD INTO THE '90s)

Brian Allen

THE COMPUTER REVOLUTION
COLLABORATIVE ROLES
THE ROLE OF THE LEA
THE ROLE OF THE COLLEGE
THE ROLE OF LOCAL INDUSTRY
THE RANGE OF COURSES PROVIDED
CONCLUSION

Salford College of Technology (SCOT) is a large multi-disciplinary Group 10 college which has expanded annually since its establishment in 1958. It is at present organised into nine departments centred on two major sites, the main modern multi-storey building and the Adelphi Building, both at the heart of an industrial and commercial area.

This session there are more than 7,000 students of whom approximately 2,500 are full-time. The full-time teaching staff establishment is more than 360.

THE COMPUTER REVOLUTION

During the last decade we have seen greater changes in British industry than ever before. What we have experienced is a second industrial revolution: 'The Revolution of the Computer'. Many industries have not survived the demands of this new revolution. The ones which remain viable have one thing in common: they have had to respond to changing demands. If colleges are to provide for the industrial demands of the '90s and beyond they also must accept change.

The following case study is an example of how one college has maintained this rate of change to the extent that Salford can provide industry with vision as well as training.

COLLABORATIVE ROLES

The effective provision of adequate facilities and resources comes from a combined effort among the local authority and the college, industry and MSC. The Computer-Aided Engineering (CAE) Section of Salford College of Technology (SCOT) is an example of how this combined effort has achieved success.

THE ROLE OF THE LEA

Financial Provision

Most of the financial provision has been through the enlightened support of the LEA with the remainder coming from central government grants and money generated by training courses. Salford became a National Enterprise Zone in 1979 and the authority recognised a need for an adequate training provision if it was to attract new and vital industries into the Salford area. The college was the obvious site for this training resource as it had been effectively running courses in computer-aided manufacture since the purchase of its first numerical control machine tool in 1973.

The investment to date is in excess of £600,000 and with a continued programme of resource review this figure is being increased, largely from external funding.

The purchase of expensive computer-controlled equipment does not satisfy training needs in itself; the staff in the college must be able effectively to implement the new equipment within a revised curriculum.

Staff Development

Recruitment and re-training at Salford have achieved this provision; posts, at salary levels to attract people from industry with the necessary expertise, were created as a demonstration to industry that the college can provide relevant training. Confidence in the end product is essential if industry is to entrust colleges with its training requirements. 'New Blood' posts to undertake academic development and research, with a minimum teaching load, provide the section with a means of continual updating. The Computer-Aided Engineering Section has three such posts, one to develop computer-aided design and computer aided manufacture, one to develop automation and robotics, and the third post bridges the gap between engineering and management with responsibilities in the management of current technology systems.

However, the pace of change is such that continual staff development is necessary if colleges are to provide for the future needs of industry.

The local authority, in recognising the need to develop the academic aspects of the investment, has approved teaching remission, within the estimates, in order to extend staff time in these areas. Staff in the CAE section, in applying for remission, have had to present details of personal development profiles and projects — the criteria being that the profiles had to be responsive to local industrial needs and the combined projects should provide a coherent development within the section. Examples include: part-time study for higher degrees in appropriate subject areas, some of which involve relevant research with benefit to both the college and industry; integration of college equipment to improve manufacturing systems, so widening the training resources of the section; the development of training material to enable students to study under the most flexible of conditions i.e. distance learning integrated with practical training.

The continued support of the LEA is essential if the college is to provide the training facilities for industry.

THE ROLE OF THE COLLEGE

Responsiveness

Positive training responses can only be achieved in a structure of flexible awareness. Flexibility requires departure from traditional attitudes and practices Attendance patterns must change to accommodate industry and the individual student.

The Computer-Aided Design Section offers training courses with various modes of attendance:

- full time courses
- part time courses
- twilight courses
- weekend courses
- one-week courses
- courses in plant
- evening courses
- distance learning courses.

With a high capital investment in computer equipment it is essential to load fully the system to achieve maximum cost effectiveness. Variation in course start and finish dates is essential if a fast response is to be made to industrial training needs. Salford College of Technology has developed courses which start at various times throughout the year so as to provide industry with training as and when it is required.

INDUSTRIAL LIAISON

Awareness of industrial needs comes through effective liaison with local industry; this can either be achieved through a formal structure of committees such as the Engineering Advisory Committee, the Industrial Committee, the College Liaison Committee or by more personal contacts.

Liaison in the Engineering Department at SCOT is co-ordinated through the head of department with each firm having a departmental contact person allocated to it, or in the case of smaller firms one member of staff may liaise with several firms. As all the information related to a particular firm is channelled through one person a more coherent system can be achieved. When specialist staff are required to attend a firm to consider training courses in subject specialisms the contact person will arrange the visit and attend at least the first meeting, so providing a degree of continuity.

Effective public relations requires a professional attitude towards selling the college and its resources. This can be achieved either through inviting industrialists into the college or taking the college out to industry. Salford achieves the former by organising a regular programme of open events such as conventions, open days, and seminars where industrialists, politicians, potential students, parents and teachers can see what the college has to offer. In addition to college sponsored events, outside bodies are encouraged to use the premises for relevant exhibitions and demonstrations, so providing a wider market of visitors. An example of the type of demonstration in the CAE section is the demonstration of computer-controlled systems to potential buyers of this equipment. Many manufacturers do not have adequate facilities to demonstrate their equipment. Training arrangements provided by the college can be discussed with the customers. Often the manufacturers' courses do not provide the customer with hands-on training and in the case of many machine tool agents no training provision is available. This results in inefficient and, in many cases, incorrect use of very expensive equipment.

Salford takes the college into industry through a series of video films showing the college at work, each film being aimed at a specific audience. The response for the loan of these films has been very encouraging with as many as ten being requested at any one time.

Another important contact the college has with industry is through the student. The college is

judged on the performance of the trained student returning to industry, therefore the courses must have direct relevance to training needs. Students also provide a feed-back to the college on the value of its courses. An effective counselling system provides the CAE section with vital information regarding industrial change in individual firms and can identify difficulties being experienced with the implementation of specific technologies. The section can then develop its curriculum to take account of these difficulties.

TRAINING CONSULTANCY

The specific training needs of a company are not always easy to identify. Practices and traditions which have been developed over many years are often the cause of inefficient manufacturing systems and are in many cases accepted without question. Staff in the CAE section work with such companies to identify the training objectives to improve efficiency. Courses are then structured to meet these objectives and provide the company with a highly trained workforce. Several days contact with a company are required to provide this consultancy service, the cost of which in some cases can be funded by the MSC. This system not only provides the section with a regular supply of short courses but it also provides vital information for curriculum development.

Other schemes on offer to local industry include rent of equipment and facilities, advice on equipment purchases, programming facilities with the necessary training given to the industrial user, and consultancy in a wide range of areas.

Through such services the attitudes of local industry have changed. They no longer regard the college as just a place where apprentices attend on day-release courses; they now look first to the college when they need to solve a wide range of problems.

THE ROLE OF LOCAL INDUSTRY

Apart from providing the college with students, industry can satisfy many other functions when training for jobs. Work experience can only be fully achieved in an industrial environment. Full time students need to gain vital information relating to work. This is provided at Salford in a variety of ways:

(a) Regular, half-day visits are organised to local firms where systems and processes can be seen which are not available in colleges. The true working environment can be experienced by full-time students who have not worked in industry.

(b) Industrial projects are undertaken by HND students. These are organised during the summer term, the firms being asked to provide a brief and an industrial tutor. This system not only provides the student with first-hand experience of industry, but allows the firms to view the students for possible recruitment.

(c) Student placement in industry is a key part of certain courses.

(d) Manufacturers of specialised equipment demonstrate their systems in the college. This allows training to be achieved without the purchase of expensive equipment. The training objectives of industry should emulate the aims within the college curriculum; this can only be achieved through continued collaboration.

THE RANGE OF COURSES PROVIDED

Training provision for employed and unemployed is expensive and many industries cannot afford it in the short term. If a highly trained labour force is to provide the necessary skills to make British industry viable then a wider provision must be created. The MSC, through its new Adult Training Strategy, can provide the funding which is essential if national and local training needs are to be satisfied. Collaboration between the CAE section and the MSC has provided a course at SCOT which caters for employed as well as unemployed craftsmen and retrains them in current technologies. The title of this course is Salford Technological Education Programme for Up-dating (STEP-UP), details of which are given in the next section.

Courses in CAE

As well as HND and HNC course in CAE, the

section offers a wide range of courses specifically designed for industry's requirements. These can be classified into two groups:

(a) college-designed courses and

(b) specific industry-designed courses.

(a) College-Designed Course

Through many years of experience in running industrial courses, a range of modular units have been designed to suit a multitude of industries. Units are based on 30 hours' study and many have been submitted to Business & Technician Education Council and City and Guilds of London Institute to gain certification. Combined, the units can form the syllabus structure of full-time and part-time day release courses. Individually they can be offered as short courses over a range of attendance patterns. Certain of these units are run as optional one-week blocks on the HNC course, additional places are offered to industry at an attractive cost. This system ensures adequate numbers of students to run the courses and the smaller employer does not have to fund the total course. Examples of such units include:

1 Introduction to CNC programming
2 CNC lathe programming
3 CNC machining centre programming
4 Computer-aided programming
5 Control systems
6 Maintenance of CNC machines
7 Management of CNC machines
8 Introduction to robotics
9 Pneumatic and hydraulic systems
10 Quality control of CNC
11 Introduction to computer-aided draughting
12 Computer-aided design
13 Automation and robotic application
14 Inspection systems.

These are only a sample of the units on offer, all of which have been successful short courses.

(b) Specific Industry-Designed Courses

Training consultancy results in courses designed specifically for individual firms. The following brief summaries show the wide range of this type of course:

(i) Eaton Transmission Ltd., Walkden

One of a wide range of courses completed for Eatons involved an appreciation of computer control and its industrial and social effects on the employee. Because of the large numbers involved this course was taught in Eaton's canteen.

(ii) Mather & Platt. Ltd., Newton Heath

CNC lathe programming was taught over a series of weekends to supervisory staff whom the company could not release at any other time.

(iii) Gardners Ltd., Eccles.

Cost effectiveness of CNC lathes was just one of the courses designed specifically for Gardners, the objectives being to teach management personnel how CNC lathes could be used economically.

(iv) STEP-UP

A technology up-grading project aimed at both employed and unemployed technicians and craftsmen primarily within engineering and maintenance functions in Greater Manchester; the objectives being that:

— the unemployed will find employment after completing the course,

— the employed will become more effective in their current and future employment,

— companies will become more efficient as a result of training in current technologies.

This is a collaborative project among the college and the Manpower Services Commission and industry. It complies with many of the ideals outlined in the previous section. Unemployed students attend full time for 12 weeks in the college, followed by six weeks in industrial placements. Employed students can attend any one of the five modules on day-release attendance. Because MSC funding is provided for the course, it is attractive to many local firms.

The subjects studied include:

CNC Programming
Robotics and Automation

Microprocessor Application
Quality Control
Computer-Aided Draughting

(All of which are 100 per cent 'hands-on' training.)

CONCLUSION

Responsive training as demonstrated by the Computer-Aided Engineering Section at Salford College of Technology benefits both industry and individuals. The unemployed person gains retraining in the skills required for the technicians of tomorrow. The employed person benefits from more effective employment retraining. The unemployed person also obtains better job prospects, particularly on courses which provide industrial placements at the end of the course of training. Industry gains a more highly skilled labour force which is essential if it is to become more efficient in applying the current technologies to create wealth and continued employment.

Case Study 7

RETRAINING REDUNDANT STEEL WORKERS: A CO-ORDINATED FIVE-COLLEGE VENTURE IN SHEFFIELD.

Bill Jordan

ORIGINS AND OBJECTIVES OF THE PROVISION

THE BROADER BACKGROUND

COUNSELLING AND MARKETING

CONDITIONS, STEPS AND NEGOTIATIONS NECESSARY FOR THE SUCCESS OF THE PROVISION.

OUTCOMES

'FINALLY'

APPENDIX I: List of companies involved in the Iron and Steel Employees' Re-adaptation Scheme (ISERBS)

APPENDIX II: Training offered within the five Sheffield colleges from September 1981 to February 1985.

Sheffield City Council encompasses a population of just over 500,000 people. Sheffield's five colleges of further education provide for circa 3500 full-time and 17,500 part-time students. Sheffield Polytechnic has approximately 3,400 full-time and 4000 part-time students.

ORIGIN AND OBJECTIVES OF THE PROVISION

From the late 1970s redundancies in the steel industry have mounted to alarming proportions, especially in the Sheffield and Rotherham area — some 18,000 being shed from the workforce between 1979 and 1983. The most traumatic period was between March 1981 and October 1982 when 13,000 redundancies were declared.

In April 1981, after discussion with the unions and the management at Firth Brown PLC, the education committee and the council agreed to set up machinery to co-ordinate a service designed to respond to the retraining and other needs of the steelworkers about to be declared redundant. Then, in quick succession, large numbers of redundancies were announced at Hadfields, Aurora, James Neill and the British Steel Corporation, as well as many smaller companies.

With the accord of the five Sheffield colleges concerned, the vice principal of Shirecliffe College undertook to co-ordinate and manage this programme on a part time seconded basis. The operation required speedy and concerted action. All the college managements worked closely together in matters related to advertising, counselling and enrolling trainees. This extraordinary situation required extraordinary measures. In May 1981 the co-ordinator was joined by a part time personal assistant and, at about this time, senior lecturers were appointed in each of the five colleges to supervise courses related to the unemployed in general. All have played a vital part in the success of a large-scale operation.

The general objectives of the operation were to:

(a) provide the maximum number of redundant personnel from most sections of the steel industry with re-training opportunities;

(b) offer the widest choice for re-training, using all the available further and higher education resources;

(c) enhance the employment and business prospects of the participants;

(d) minimise costs to the authority, the county and the country;

(e) provide an organisational machine that would give long-term benefits to inter-college collaboration within the city and with colleges external to it;

(f) effectively use the city's existing information-giving and advisory services;

(g) publicise the full scope of training and re-training opportunities in the city — that is, colleges, Skillcentres and private sector;

(h) establish the training capacity in the city with a view to its full utilisation. All this initiative was under the terms of the Iron and Steel Employees' Re-adaptation Scheme (ISERBS).

THE BROADER BACKGROUND

With 44,000 people unemployed in Sheffield (15 per cent of those statutorily able to work) Sheffield Council, in common with many others, regarded the creation of new and suitable employment as a top priority. An integral part of the measures previously taken had been training, retraining and associated further education schemes based on the colleges, the polytechnic and city council workshops.

As a preliminary it is important to underline the salient feature of Sheffield's colleges, that is their close association with industry and commerce: formally, through governing bodies and a network of liaison and consultative committees, informally by day-to-day contact with companies. This factor played an important part in the success of the combined operation. That operation had to be undertaken in a situation that was ugly, highly charged and de-stabilised. Apart from one major strike in recent times, the steel industry had known industrial peace for decades. Now, by contrast, otherwise moderate men and women with 20, 30 or 40 years' experience in steel were by turns numb and dumb with disbelief; forceful, clamorous and militant. It must be argued that further education's intervention helped to 'staunch the flow of blood' and bring some stability to a potentially-dangerous scene.

COUNSELLING AND MARKETING

Between April and September 1981 at least 2,500 redundant or prospectively-redundant steelworkers were interviewed and counselled. The further education service absorbed a tremendous tide of anger and disillusionment during this period and subsequently. It was to the credit of the staff concerned that the situation was defused by their sensitive, thoughtful and empathetic handling of a large influx of untypical student-trainees. Given the difficult industrial relations resulting from so many redundancies, the co-ordinator had to operate with considerable circumspection.

Preliminary interviewing and counselling took place at the steelworks and subsequently at the colleges. A video film was produced in conjunction with trades unions, the personnel staff of a company, and a member of the council's Family and Community Services Department. The film, made at one of the colleges, outlined the terms of the ISERBS, the statutory benefits available and the retraining courses on offer at the colleges. The film was used in the companies as part of the counselling and enrolling exercise.

In conjunction with many of the information-giving agencies — for example, Citizens' Advice Bureaux, libraries, careers service, City Council Publicity Department — an information pack was produced germane to re-training opportunities in the city.

Two television programmes and regular radio broadcasts were made giving helpful information about the Five-College Scheme and other re-training opportunities. Regular press conferences were held and the co-ordinating team kept in close touch with the trades unions and employers' organisations, MPs and the local MEP. The Sheffield and Rotherham Manpower Committee were also *au fait* with the operation, and an early liaison was established with the MSC Skillscentre. Almost from the beginning the Sheffield scheme worked in an associative way with the neighbouring Metropolitan District Councils of Rotherham, Barnsley and Doncaster.

As a test of our confidence that we were pursuing a correct path in relation to the retraining programmes and value for money, the EEC Commissioner, the TUC General Secretary, the local MEP and appropriate senior officials of the then Department of Industry (October 1982), together with various important industrial and commercial representatives were invited to an Exhibition of Trainees' Work and an Open Day. On the strength of this visit and the demonstrably high standards achieved, continued support was secured to this largest single scheme in the country.

CONDITIONS, STEPS AND NEGOTIATIONS NECESSARY FOR THE SUCCESS OF THE PROVISION

Having established that funding would be available from the EEC and government sources (ISERBS) — if various criteria were satisfied regarding our proposed retraining scheme — the co-ordinating team swiftly moved into action, mindful that it was circumscribed by many difficult and contentious issues. Some of these were:

(a) The need for the further education service to be seen as helpful but neutral, given the fragile state of industrial relations in the steel industry.

(b) Publicising courses for redundant steelworkers who would be on previous average take-home pay for 12 months during their re-training, while thousands of other redundant and unemployed workers were not so treated.

(c) Harnessing the resources necessary — staff, premises, equipment — without unduly distorting the general work of the colleges.

(d) Establishing that there could be a rolling programme of retraining for at least three years.

(e) Negotiating an extended college year agreement with the teaching and non-teaching unions.

(f) Conferring with the Department of Industry (latterly the Department of Trade and Industry), the MSC and training boards regarding the suitability and accountability of courses.

(g) Negotiating with trades unions and employers concerning the appropriate time to counsel and enrol prospective trainees.

(h) Conferring with the Department of Trade and Industry and the MSC regarding the job market.

(i) Adequately informing prospective trainees of the scope of the ISERBS and other benefits.

(j) Containing the frustration and anger of those precipitatedly declared redundant.

(k) Establishing priorities: that is, weighing the retraining needs of redundant steelworkers against the requirements of others.

OUTCOMES

During the period September 1981 to June 1985 some 1,640 trainees will have come through the Sheffield Five-College Scheme. Although many of the participants had never been into a college before, most of them responded exceptionally well to their tuition. It is no exaggeration to say that nearly all the trainees gained in self-confidence and, given the transferable nature of the skills they acquired, their future employment prospects must have been enhanced.

The well-established links that exist between the colleges, industry and the employment agencies have been used to the full in assisting trainees to obtain employment. This has been true for the public and private sectors. It is estimated that 25 per cent of trainees gained employment or have set up their own businesses. This is not however a precise figure. A significant minority of the trainees have opted for higher education.

The examination success rate among the trainees has been very high, that is, in excess of 80 per cent. Several national awards have been received by ISERBS student-trainees.

One must believe that this large-scale exercise — largely for older people with families — will have had a salutary effect upon the attitudes of the rising generation of those families regarding the importance of a good educational base upon which to build their futures.

FINALLY

Unless there really is no industrial, commercial or worthwhile future for the country, the retraining will prove to be of significance when the recession gives way to recovery.

APPENDIX I

LIST OF COMPANIES INVOLVED IN ISERBS

Firth Brown	1981	
Brown Bayley	1981	
British Steel Corporation	1981	(Sheffield/Rotherham/ Scunthorpe/Cumbria)
Neepsend Steel	1981	
Spartan Steels	1981	
Thomas Turton	1981	
Aurora	1982	
James Neill	1982	
Hadfields	1982	
Firth Brown	1982	
Pickerings	1982	
British Steel Corporation	1982	(Stanton & Staveley/ Sheffield/Rotherham)
Aurora	1983	
Firth Brown	1983	
Hadfields	1983	
British Steel Corporation	1983	(Sheffield/Rotherham)
Barworth Flockton	1983	
Jonas & Colver	1983	
Edgar Allen	1983	
F M Parkin	1983	
Napier Steels	1983	
Neepsend	1983	
Eaton and Booth	1983	
R W Carr	1983	
Hadfields	1984	
Firth Brown	1984	
British Steel Corporation	1984	(Sheffield/Rotherham)

APPENDIX II

TRAINING WITHIN THE FIVE SHEFFIELD COLLEGES FROM SEPTEMBER 1981 THROUGH TO FEBRUARY 1983 IN COLLEGE NUMBERS/COURSES

Granville College		*offered by two colleges
Motor vehicle engineering	*	71
Catering		42
Horticulture		31
Electronics		12

Electrical craft/installation etc.		94
Social services	*	40
Reprographics/art		2
Dressmaking		11
Photography		1
'O' levels	*	2
Mechanical & production engineering		8
Hairdressing		1
Computing	*	12

Richmond College

Intermediate business studies		37
Technical photography		29
English as a second language		73
Secretarial	*	8
Languages/business studies		5
Tech certificate in science		1

Shirecliffe College

Computing	*	19
Brickwork/plastering		40
Mason pavior		25
Heating/ventilating/welding		91
Carpentry/joinery		99
Painting/decorating		56
Social services	*	87
Furniture craft		61
'A' levels & alternatives		7
Plastering		21
Cleaning sciences		29
Signwork		20
Gas installation		52
'O' levels	*	4
Small business studies		14
Brickwork		24
Pre-Diploma in construction		1
Recreational studies		1

Stannington College

Motor vehicle engineering	*	87
Motor vehicle bodycraft		52
Recreational studies		5
TEC certificate		14
Computing/data processing	*	37
224 electronics		106
IMS		2
Diploma in technology		1
Manufacturing practice/processes		15
OND in technology		2
Fabrication/welding		40
TEC electronics		18
Institutional management services		4
NEBSS	*	9
Extension to above		9

Stocksbridge College

Control engineering		62	
Secretarial	*	8	
NEBSS	*	10	
Industrial management		9	
Supervisory/management		19	108
			1641
			(to 10/9.84)

Where two colleges have undertaken the same course, the total number for that course is as follows:

Motor vehicle engineering	158
Social services	127
Computing	68
Secretarial	16
'O' levels	6
NEBSS	19

The college, established as an independent institution in September 1960, has been designed and equipped specifically for the technical education and training of technical staff and craft apprentices engaged in the construction industry.

The teaching block houses spacious and well equipped workshops where the craft apprentices of all trades carry out project work, including the construction of various types of complete buildings. There are, in addition, drawing offices and lecture rooms equipped with modern teaching aids, and materials testing, structures, science and building services laboratories.

The college has 360 full-time and 2500 part-time students.

Case Study 8

DEVELOPMENT AND IMPLEMENTATION OF A COURSE FOR THE TIMBER TRADES TRAINING ASSOCIATION AT LEEDS COLLEGE OF BUILDING.

William Rose

INTRODUCTION

TRADE AND COLLEGE INITIATIVES

NATIONAL NEGOTIATIONS ON COURSE OBJECTIVES, STRUCTURES, LOGISTICS

LOCAL NEGOTIATIONS TO PLAN THE COURSE

COLLEGE PLANNING

PROBLEMS WITH THE FIRMS

RESPONSE FROM THE COLLEGE

LOGISTICAL PROBLEMS

EVALUATION

CONCLUSION

1983/84 OUTCOME

INTRODUCTION

This paper seeks to examine the response of the academic staff in a Department of Building Crafts to the requirements of a Training Association set up by the Timber Trade Federation to meet the education and training needs of young employees. It is not the record of an organisation with legal autonomy able to move resources about to meet the change in requirements of its environment, or the results of an identified commercial need by a sophisticated market research section. It is rather the record of the positive response of academic staff to a demand that was identified from a series of almost unrelated incidents. All organisations, public or private, work within restraints placed upon them by market forces or public financing. Non-advanced further education is no exception to this rule and is just as capable of responding to the demands of society or industry as any other organisation.

TRADE AND COLLEGE INITIATIVES

Early in 1983 a head of department in a north west college was appointed vice principal at a monotechnic in West Yorkshire. At about or just prior to this time the Timber and Furniture Training Board ceased to exist at the repeal of the 1964 Training Act. In its place and at the instigation of a number of leading timber importers and merchants a training organisation, known as the Timber Trades Training Association, was set up. It consisted of three full time employees including the manager, with an office at the Timber Research and Development head quarters at Hughenden Valley. The newly appointed vice principal intimated that the north west college had been approached by this new training organisation to set up a course for the timber industry.

Because they were a small organisation their policy was to buy training places from the further education sector. Criteria for their approach to a small number of colleges were governed by the Institute of Wood Science Handbook which listed a limited number of institutions offering these very specialist courses. These centres are few in number, probably not exceeding six in the United Kingdom, with very wide catchment areas involving students in long journeys and lodging away from home. The target population for prospective trainees was 16-year-old school leavers with minimum qualifications and no experience of the stresses involved in living away from home and using public transport for cross-country journeys. There seemed a reasonable case for making representation to the Timber Trades Training Association for a college in West Yorkshire being considered as a centre for one of the courses, using Yorkshire and Humberside as the catchment area.

Using this rationale an approach was made to the association and an invitation was received from them to attend a conference with their education and training committee on 8 June 1983 at the Hughenden Valley office.

NATIONAL NEGOTIATIONS ON COURSE OBJECTIVES, STRUCTURE, LOCATIONS

Present at this conference were representatives from City and Guilds, Timber Research and Development Association, industry and from 13 colleges of further education. Under the chairmanship of the manager of the Timber Trades Training Association discussion took place on course content, examination requirements, modes of attendance and the geographical disposition of participating colleges related to companies wishing to place trainees on the course. The training and education committee of the association, made up of industrial and further education members (who were in a minority), required that:

(a) Students should have training in the commercial practice of buying and selling timber and timber-based products.

(b) The course should be classroom rather than workshop based.

(c) The companies would recruit the young people.

(d) Students should possess at least Certificates of Secondary Education at grade III or better.

(e) There would be a terminal examination set by the City and Guilds of London Institute which could be used by students as an alternative to the General Certificates of Education for entry to the Institute of Wood Science.

(f) Preference would be given to a block-release pattern of attendance so arranged that if two or more trainees came from one company their attendance could be boxed and coxed.

(g) The Timber Research and Development Association regional officers should monitor the courses run in their regions.

Educational representatives from a college in the West Midlands considered that the course was too academic for the students who would be recruited as trainees and sent on the course and that there should be a practical element covering end user use of timber products. As there is a majority of industrialists on the Education and Training Committee of the association who see the Institute of Wood Science qualifications as giving recognition to persons employed in timber merchanting, pressure was applied to maintain a course structure that would satisfy entry requirements for courses of this institute and to include a terminal examination set by a nationally recognised examining body.

Companies who indicated their willingness to take part in the training scheme and take on trainees were identified with the participating college nearest to their establishments.

From the information available at the time it seemed that each college involved would be dealing with 20 to 30 companies and the prospective student numbers would vary between 30 and 60. In the case under consideration some 19 companies were concerned, scattered over a wide geographical area of Yorkshire and Humberside, as no other college to the East of Leeds had been involved in the scheme.

The timescale for this course was that it should start in September 1983 and that the examinations should be taken in the May/June period of 1984 after some 400 hours of study. This timescale was preferred by the participating companies as it gave them the opportunity to recruit trainees from those young people leaving school in the summer of 1983.

LOCAL NEGOTIATIONS TO PLAN THE COURSE

Immediately following this conference a course development team of three, consisting of a lecturer grade II, a senior lecturer and a head of department, was set up and a letter sent to all the timber merchanting companies in the catchment area participating in the scheme inviting them to send a representative to the college on 5 July to meet the area representatives of the Timber Research and Development Association, the principal of the college and the three members of the lecturing staff and the deputy manager of the Timber Trades Training Association to discuss in detail planning of the course. From the 19 invitations sent out, five companies sent along representatives to the meeting at which it was agreed that:

(a) Two courses of 15 students per course would be offered.

(b) Each course would consist of six two-week blocks.

(c) The blocks would alternate on a two-week cycle between October 1983 and May 1984.

(d) The college would inform the companies and the training and monitoring associations of student attendance, progress and well being.

(e) If living accommodation was needed for any trainees companies would make their requirements known and the college would find suitable lodgings.

(f) Student fees and other costs would be paid by the Timber Trades Training Association.

At the end of this meeting a slide presentation gave details of employment opportunities for young people in the timber merchanting industry and those attending had a look at the facilities the college would make available for the course.

COLLEGE PLANNING

During the summer vacation course planning was undertaken, suitable staff were identified and briefed, room and laboratory allocations time-tabled, items of equipment listed and located from within existing resources, with the exception of minor

items such as girthing tapes and calipers for round timber measurement which were obtained on loan from participating companies. The prescribed syllabus was obtained from the training association and curriculum development was undertaken to determine time allocation to course content, learning strategies identified to allow staff to assist the students to fulfil the learning objectives in the cognitive and affective domains. Circulars were prepared giving details of attendance dates for the block periods; joining instructions and advice was given to students who might have to lodge away from their homes while attending college.

In conjunction with the course planning an outline of the course proposals and estimates of probable income and expenditure had to be prepared and submitted at least six weeks before the commencement of the course to the local education committee for their approval.

PROBLEMS WITH THE FIRMS

Phone calls and letters between companies and the college in late August and early September indicated that the estimate of participating firms and the number of trainees involved was over optimistic and that student numbers would be less than 50 per cent of those originally expected. There were finally firm requests for 12 places. One company located within ten miles of the college and wishing to send three trainees would only do so if the course was changed from block to day-release, otherwise they would be withdrawn and sent to an establishment in the North Western Region. The loss of these three trainees would have reduced the number of course members to below an economically acceptable level.

To save the course from being still-born there were two days of frantic negotiation over the telephone with other participating companies. A compromise pattern of attendance was agreed, with the trainees attending two days per week over a 30-week period with the start date put back two weeks to the beginning of October.

RESPONSE FROM THE COLLEGE

During this two-week period the two members of the course team re-organised the learning schemes and agreed modified dates for the attendance of specialist visiting speakers and industrial visits. Of the 12 students attending the course, five came from the east of the Humberside Region and required accommodation for one night a week. After some investigation into student lodgings it was decided that for this one night a week the students would stay in a commercial hotel that had previously provided students with overnight accommodation. Other factors influencing the choice were the convenience of public transport between the hotel and college and the tariff charges. Although the college found the student accommodation, the participating company was responsible for settling accounts with the hotel. As this was the first time the department organising the course had had experience with students staying away from home, one of the course team took on the responsibility of looking after the trainees' welfare outside college hours.

Course start and finishing times were also slightly modified to take into account the arrival and departure of trains used by the trainees travelling from East Humberside.

From the enrolment documents and early contact with the trainees it became evident that there was a considerable range of abilities within the group and the course tutor and his team placed greater emphasis on project and assignment work to meet the individual needs of the students while at the same time taking recognisance of the education and training objectives required by the Timber Trades Training Association and its supporting companies, institutions and associations.

LOGISTICAL PROBLEMS

Some four weeks into the course two of the trainees left the company in which they were trainees to obtain employment in another industry. During the spring of 1984 a further three of the trainees applied to join the armed forces and were accepted. The initial decline in student numbers from 12 to 10

prompted the training association to request a modification of fees from an all-in course hour fee to one of an infill rate. Having committed planning time and physical resources to setting up the course the college declined to modify the fee account but did intimate that there could be some negotiation on fees for any future course.

Also during the mid period of the course it seemed evident that the group of students in overnight accommodation were having difficulty in coming to terms with being away from home. In conjunction with their company it was decided that they would travel the 150 miles round trip. This added some four to five hours on the length of a day in college on each of the two days of attendance. The trainees found this arrangement more agreeable than being away from home for a night. One comment from the employer was that the young men used this travelling time to perpetrate jokes and mild mischief at the company's expense.

EVALUATION

In January 1984 a monitoring meeting was organised and held in which representatives of the participating companies, Timber Research and Development Association, and the Timber Trades Training Association met with college staff and trainees on the course to monitor college provision of resources, quality of teaching, trainee progress and their reaction to the course.

Students' comments showed that it was the things the college considered peripheral to the course — such as travel, choice of days of attendance, start, finish and break times — that caused concern. No great feeling was expressed about course content, style of presentation and relations with the members of staff in the course team. At the beginning of the course there was a lack of understanding of the reason for the course and the aims of the traineeship period, but at the monitoring meeting the trainees exhibited deeper understanding and had begun to identify with the aims of the course.

In addition to this monitoring meeting at the college the full time regional officers of the Timber Research and Development Association visited the trainees in their work places.

As there was little or no feedback from the training association on matters of monitoring it is assumed that, because of the small numbers of staff in their organisation, they worked on the exception principle: if the training and education they were buying-in was meeting their requirements no comments were made.

The formal monitoring visits to the college did influence the thinking and attitudes of staff, and to some extent the central position of the student was displaced so that the aims and objectives of the monitoring agents, as perceived by the college staff, might be best satisfied for the student, those providing the education programme, and the training association buying-in the service.

In addition to external moderation the course team built into the programme the facility for constant review of the individual trainee's development and progress. This gave rise to some minor re-arrangement of course content and teaching techniques.

To test that the academic objectives had been achieved, the training association, under the influence of its management committee, decided to use external examinations set by the City and Guilds of London Institution in communication skills. Examinations were taken during the first week in June 1984 some two weeks before the official end of the course, during which time it had been the course team's intention to give some experience to the trainees on end-user use of the materials they were merchanting. Unfortunately this did not occur as the training association, having some doubts concerning financial matters, asked that the course be terminated as soon as the examinations had been taken to reduce the cost of subsistence and travelling expenses.

All the candidates taking the examination were successful in passing all three papers. During the period of the course they gained maturity of character and developed responsible attitudes towards the discipline of employment. The students who completed the course were offered permanent

employment in retail and wholesale timber merchanting.

CONCLUSION

This is the review of a typical example of a further education establishment responding to the requirements of industry for a specific type of course. Although there were high expectations of a larger intake of students than actually occurred, it is reasonable to say that over the whole of the country the target was for 500 student places of which there were only 186 starters giving a 37 per cent take-up rate which was reflected on the actual take-up numbers of this course.

In the marketing approach for participating companies for course places in the 1984-85 session which occurred in May/June 1984 it soon became apparent that in the Yorkshire and Humberside Region there would be insufficient trainees to maintain a viable course and that those few who required training in this area of activity would be accommodated in other courses in colleges more local to the establishment of the employer.

The course in this college is now in the archives of history but the lessons learned and experience gained by the staff in their rapid response to the requirements of an external agency is available should there be an approach from a section of commerce or industry, or a need is identified for which a specific course can be marketed.

1983/84 OUTLINE

Contracted		500
Commitment from trade		494
Starters		186
Employed		
*(a) by sponsor companies	103	
(b) in Trade elsewhere	4	
(c) outside Trade 48		155
Left/dismissed		31
		186
*Job Analysis		
Yard Mill Assistant		39
Truss Department Assistant		5
Warehouse/Stores Assistant		5
Woodmachinist Trainee		14
Clerical		25
Management Trainee		3
Sales-DIY Shop/Indoor		12
		103

Conclusions and Summary

Bob Kedney and David Parkes

INTRODUCTION

WHAT CAUSES CENTRAL GOVERNMENT TO BE ANXIOUS?

IS ANXIETY JUSTIFIED AT LOCAL LEVEL?

HOW FE HAS RESPONDED TO MARKET DEMAND

HOW DO FE COLLEGES HANDLE THEIR ENVIRONMENT?

WHAT FRAMEWORK EXISTS NATIONALLY TO SUPPORT FE?

HOW CAN COLLEGE ORGANISATION BE ASSESSED?

WHAT STYLE SHOULD AN EXTERNAL BODY ADOPT?

INTRODUCTION

The case studies best speak for themselves in giving some of the feel of FE but issues arise both within and between their lines. This concluding section is partly a summary and partly an attempt to bring together some of the factors that motivated the writing of the cases.

WHAT CAUSES CENTRAL GOVERNMENT TO BE ANXIOUS?

The White Paper **Training for Jobs** (1984) and the NEDO/MSC publication **Competence and Competition** (1984) express a great deal of central government's current anxiety about training, an anxiety which is an updated version of the 'Great Debate' started by Callaghan in the late 1970s (and even a reflection of the mid 19th century debates culminating in the Samuelson Commission (1884)). Why should this anxiety arise again? Within common trends and difficulties in Western countries, four specific categories of problem in the UK give rise to central government concern:

1. The participation rate of the 16-19 group, whether in full or part time education and training, has been among the lowest in OECD European countries.
2. The industrial and commercial contribution to education and training is comparatively small.
3. The relations among the contributing parties at national level (employers and trade unions/examining bodies/professional bodies/governmental agencies) is complex enough to be virtually incomprehensible.
4. The overlapping of two sectors at local level (school and FE) gives rise to lack of effective curriculum co-ordination.

IS ANXIETY JUSTIFIED AT LOCAL LEVEL?

These are problems at national level but at local level the colleges, like the local authorities, have key roles since both are multi-purpose institutions impacting on their environment at many points. It is the college and the authority that have acted as focal points in bringing together politicians,employers and trade union representatives and professionals.

If we accept the favourable impression given by the cases one must argue that the colleges and authorities provide form, structure and content in what could otherwise be a training vacuum. The problem of volume remains a critical one but hardly the fault of colleges whose expansion in the '50s and '60s and early '70s has been brought to a halt, and whose capacity to modernise plant and equipment has been undermined.

There is an element of partiality in our analysis but if one is looking for an enhanced training capacity then one might start with consequences and work backwards to objectives. For example, if we ask further education to be more responsive (as does the White Paper) then one begins to look for measures to make it so. Conversely if one argues, as the cases suggest, that FE already is so organised as to be able to be responsive then we must search for the factors that make it so, praise them, invest in them further and look for our remedies elsewhere. Progress may lie in encouraging clearer and firmer definitions of training needs by employers and employees, and in backing them through support and on-going investment.

Nevertheless central government anxiety remains and the measures put forward in **Training for Jobs** (1984) are still on the table. Concerns still remain to be alleviated about the responsiveness of FE and questions have still to be answered as to how it is to be achieved. A start can be made by getting a feel of what the colleges are about, what they are capable of. A beginning is given here by the eight cases.

To gain an overview we assume that some basic information on the FE system is held and well documented by central government, namely:

— the kinds of institutions;
— the skill areas in which FE is offered;
— the ranges of students;
— the trends in student members;

— the routes that exist through non-advanced further education;
— the main curriculum, examining and validating bodies and qualifications.

However well kept this information is and however good or otherwise the documentation held at national level, by the government or the MSC, with regard to employment trends, employer demand in NAFE is almost always localised and thus difficult if not impossible to manage from Whitehall or any other national centre.

HOW FAR HAS FE RESPONDED TO MARKET DEMAND?

The case studies give a feel to 'locality' — the statistics nationally also give a sense of achievement. One knows that FE, in response to declining part time student demand (i.e. no jobs), has managed within tight resource constraints:

(a) to achieve an 80 per cent rise in full time students between 1972 and 1982 (196,000 to 355,000);

(b) between 1978 and 1982, to raise the number of 16 — 18 year olds on non-advanced full time vocational courses by 50 per cent (from 110,000 to 165,000).

One knows that the local authorities' alternative scenario to the criticisms in the White Paper runs that during the previous decade there had been a wholesale shift from part time to full time courses, partly caused by the decline of employers' willingness to train apprentices and partly by professional body (and parental) preference for full time courses. TEC, for example, has been moved by market forces to offer the full time version of traditional part time courses. The City & Guilds position is similar. The rich, part time vocational tradition of FE remains in outline but the market pressures are towards full time LEA provision based on the conversion of traditional examining body syllabuses. Such provision reflects accurately employer needs and market conditions.

This argument gains some support from an HMI report which suggested that employers were vague about their requirements and often deficient in their own training provision. That report's title **Education for Employees** (DES, 1984) provides an elegant debating counterpoint to that of the White Paper, and is paralleled by a similar study set in Wales.

In examining the factors that make for responsiveness/flexibility/adaptiveness we would normally look in two directions:

How does the college manage its environment?

How does the college organise itself internally?

HOW DO FE COLLEGES HANDLE THEIR EXTERNAL RELATIONSHIPS?

In responding a whole further agenda of questions arises. FE colleges serve a wide range of clients who are equally individuals within the community as well as companies within the locality. Given that a college provides for diverse clients over variable time periods, how far can or how far should one distort the distribution of resources to one client sector? The cases raise very interesting questions as to how uncommitted resources are to be allocated for a particular sector or sub-sector, and how change is to be advanced while maintaining the motivation and professional commitment essential to flexibility.

Given that for consistent accomplishment and to be open to new developments colleges require a degree of longer term equilibrium, then:

— What are the best mechanisms (and who is best fitted to apply them) to maintain **both** college stability **and** the capacity to innovate?

The cases indicate that local authorities and colleges currently maintain elaborate networks to achieve interaction among politicians, industrialists, professional administrators, public sector planners and other agencies (e.g. Jobcentres, managing agencies, schools). Both authorities and colleges manage complex inter-organisational relations which already include MSC. The implementation of YTS via Area MSC Offices and Area Manpower Boards indicates (locality by locality) considerable diversity in criteria and relationships for that particular provision.

— How best can responsiveness, cost and educational effectiveness be measured, monitored and fed back to achieve further improvements across a complex range of issues and a diversity of providing agencies?

MSC has been responsible since 1974 for identifying current and continuing skill requirements. This responsibility has been only partially fulfilled at national level due in part, at least, to the rapid and continuing patterns of economic and employment changes. At the local level failure to meet training needs has as yet to be properly evaluated. Such evidence as exists for the articulation, in practical terms, of real training needs in industry (which have been backed by financial support and staff release) have been recommended and met by the colleges. The recent changes pose and leave unanswered many critical questions, for example:

— How does one apply top-down national criteria from national agencies to local situations if continuing skill requirements are not fully identified?

— Can innovation be more effectively generated at the grass roots level of the colleges and companies?

— How best can national, top-down actions be wedded effectively to local need. initiative and enthusiasm?

WHAT FRAMEWORK EXISTS NATIONALLY TO SUPPORT FE?

It is generally held that we may require frameworks and even legislation at national level. Our more successful European partners put much energy into the political processes whereby the main partners in society discuss and decide training outcomes at the outset. That is central with local government; education with industry; industry with unions. Colleagues on the mainland of Europe find it difficult to understand our obsessions with 'assessment' or 'moderation'. It takes them some time to realise that whereas they have 'front loading systems' the English order retrospectively — after the event — with a proliferation of examining and validating bodies. These bodies do not exist in any firm legislative framework which can be set alongside the role of industry or chambers of commerce or the colleges.

Examining bodies, local authorities, and colleges consequently have to set up their own substantial machinery for consultation, with representation on committees both national and local, both general and curriculum specific. Of course, the various locations for negotiation (central/LEA/college) mean that curriculum design is never decided without extensive reference, both informal and formal, to employers. All this is well demonstrated in the cases.

This could be one starting point for action:

— The colleges and the authorities are obliged to bring together a wide range of interests in diagnosing the needs of the locality if any are to be responsible. Should it not be the frameworks for co-operation and co-ordination at national level which are the major focus for renewal and simplification, especially when the colleges are simply getting on with the job within a market ideology?

HOW CAN COLLEGE ORGANISATION BE ASSESSED?

One (of many) problems for colleges is that they are asked to be all things to all people: serving individuals, communities, industry and unions, new local and national government initiatives — providing for a wide range of needs otherwise unmet. Each of the cases stresses that these services are in the context of a much wider range of courses and objectives. The difficulty for an organisation is in being flexible, adaptive and accommodating to its external environment while maintaining itself internally as a stable organisation, for example, in retaining professional staff commitment and motivation for a mission.

Market biases shift and institutions have to make decisions as to priorities and the legitimacy of demands made on them. Internal college organisation is more complex than that found either

in European systems (centralised) or North America (decentralised) because there is a need to accommodate central initiatives (conditions of service/salary levels, forms of government) and relative local autonomy (over curricular, resourcing and staffing matters). If one were to make value judgements about those internal organisational forms that produce 'adaptiveness' — then adaptiveness seen by whom? by what criteria? in accord with what scenario?

Measuring outputs from college systems has always been difficult. Information systems tend to concentrate on input and measure cheapness in the absence of the ability to assess quality. If one is designing indicators to assess responsiveness to private sector need then the list given in the introduction would seem as relevant as any. This tends to be derived from judgements from the external environment. To trace these judgements back to organisational forms (i.e. exemplary college organisations) would be interesting. CNAA does it already at institutional level for public sector higher education as a set of pre-conditions to the assessment of individual degrees. Institutional judgements rely heavily on levels of resourcing, staff qualifications, staff's understanding and commitment to a particular academic structure and the machinery (particularly college government) for corporate policy-making. Those judgements are, in the main, concerned with long-term college stability. For colleges concerned with non- advanced work:

- Do ideal organisational forms exist which could enhance local authority or college responsiveness to employment and individual needs?
- Even if such ideal forms were to exist, how could an external agency frame organisational criteria for college responsiveness to external needs?
- And how could such criteria balance long-term stability against short-term adaptiveness?
- What comparative criteria might be deployed on other (and possibly competing) agencies in the field than colleges?
- Can any of the above questions be responded to in a period of rapid evolutionary change where priorities and pace differ with different kinds of employment in the locality?

WHAT STYLE SHOULD AN EXTERNAL FUNDING BODY ADOPT?

We have posed a series of questions on existing or prospective responsiveness or adaptiveness. These culminate in one overall set of issues: how far the imposition of criteria on the local authorities and their colleges by an external agency is either:

- related to specific control of expenditure, with the raising of barriers to be jumped

  or,
- related to making the case for action and monies to support innovation to increase motivation to invest in local initiatives.

The danger for an external agency would be to reduce rather than increase the capacity to respond of, for example, those colleges and local authorities represented in the eight cases presented here. The danger of a reduction in capacity would be particularly present when the information base for external direction was inadequate or was less credible than local knowledge. Imposed change in these circumstances would risk the destruction of good will.

It might be that a patchwork of local initiatives is preferable to imposed top-down criteria in providing an environment (in crisis) for experimentation and innovation. Control could inhibit experimentation and take precedence over initiative.

There could be a choice between cutting/controlling levels of expenditure, direction and regulation on the one hand and the generation of latent talent on the other, i.e. a matching of the private sector ideology of freedom to respond to market needs. For the development of initiatives for local needs a funding body would do well to cultivate a distinctive style of openness, support and encouragement.

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Terms of reference

The working party chaired by Jackson Hall has as its aims to

(i) establish a data base and

(ii) describe and analyse trends in NAFE:
  (a) finance,
  (b) provision,
  (c) instrumental responsiveness to demand,
  (d) provision in information technology

(iii) Describe and analyse:
  (a) the appropriateness of staff qualifications/ training;
  (b) the processes and procedures by which colleges inform themselves of the needs and views of employers;
  (c) the future changes in provision and resource needs anticipated by colleges;

through an investigation of provision in (i) information technology in the vocational area of engineering, business studies and design and (ii) catering and construction and other relevant areas.

The aim throughout will be to assess the responsiveness of the providing systems.

The instrument to achieve this data base is a major questionnaire. The case study approach of the present volume is intended to complement the questionnaire approach by exploring the flesh and bones of response in discrete illustrative situations.

AMA Working Party—Training for jobs review

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The Association of Metropolitan Authorities (AMA) represents the 36 metropolitan district councils, the six metropolitan county councils, 31 London boroughs, the City of London, the Greater London Council and the Inner London Education Authority.

The association's principal role is to promote and protect the interests of its member authorities and the communities they serve in the constant round of negotiations which take place with central government, its departments and national organisations.

Whenever possible it acts on the basis of a political consensus within its own ranks and in concert with the other local authority associations. In all its activities it takes as its fundamental principle the belief that democratically elected authorities are the best judge of needs and priorities in the areas which they serve.